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ABSTRACT

A study of the physical abilities required for juvenile counselors was conducted as part of the development of evaluation procedures for juvenile counselor candidates in the Standards and Training for Corrections Program in California. Data were gathered through questionnaires and telephone interviews with juvenile counselors and their supervisors in the state to establish the nature and importance of juvenile counselor physical performance requirements and allow definition of statewide physical performance standards for the position. Evidence was also examined from previous research and analyses by an expert panel of exercise physiologists, supporting the relative merits of using basic training rather than selection testing to implement the juvenile counselor physical performance standards at the entry level. This research led to recommendations from the expert panel of exercise physiologists and other research as to particular types of physical conditioning exercises and tests that would best ensure that new juvenile counselors are able to meet or exceed minimum physical performance standards. A module was developed (and is included in this report) providing physical training. (KC)

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STANDARDS AND TRAINING
FOR CORRECTIONS PROGRAM

STC

BOARD OF CORRECTIONS

PHYSICAL ABILITIES REPORT

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JUVENILE COUNSELOR

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John M. Kelly, Ph.D.

William D. Gilman, Ph.D.

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CALIFORNIA BOARD OF CORRECTIONS
Standards and Training for Corrections Program

Development and Validation Report for:
RECOMMENDED PHYSICAL ABILITIES STANDARDS
FOR JUVENILE COUNSELORS

I. INTRODUCTION

Over the period 1982-1985, Personnel Decisions, Inc. conducted a major research program for the California Board of Corrections, Standards and Training for Corrections (STC) program. The research program had three primary objectives:

1. State-wide job analysis of the requirements of three entry-level positions in county agencies: corrections officer, probation officer, and juvenile counselor positions.

2. Development of selection standards and validation of entry-level selection procedures for these positions.

3. Development of training standards and curricula for these positions.

As one part of the overall research program, evidence was collected concerning the physical demands of the positions and recommendations were to be provided regarding implementation of entry-level physical abilities standards. The present report deals with that part of the overall research program, as it applies to the juvenile counselor position.

For the juvenile counselor (JC) position in agencies participating in the STC program, we have concluded that entry-level physical abilities standards are appropriate, and have recommended that these standards be addressed through (1) medical screening at the selection stage, and (2) physical conditioning and testing at the training stage. We also have recommended a particular program which could be used to implement physical conditioning and testing at the training stage.

The program we have recommended was designed specifically for this purpose by an expert panel of exercise physiologists who served as consultants on the project. It is based upon our extensive job analysis data regarding the requirements of the JC position, plus evidence on physical conditioning and testing programs from previous research and experience. In technical terms, the program is best described as having been developed through a content validation approach.

This report serves to:

- summarize the evidence which led to our conclusions and recommendations regarding the JC physical abilities standards,

- present the specific physical conditioning and testing program we have recommended, and

- document the job-relatedness of that program.

We have aimed to write this report in a non-technical manner, to make it interpretable and useful to all interested parties. If any technical questions should arise which are not fully addressed by this report, we will be pleased to address them. They should be directed to:

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(Telephone: 612-339-0927)

Questions concerning the implementation of our recommendations should be directed to the California Board of Corrections, Standards and Training for Corrections (STC) Program.

II. OVERVIEW OF THE RESEARCH EVIDENCE AND APPROACH

Our conclusions and recommendations regarding the entry-level physical abilities standards for the juvenile counselor position are based upon:

- Evidence from the present study establishing the nature and importance of JC physical performance requirements and allowing definition of state-wide physical performance standards for the position;

- Evidence from previous research, and analyses by an expert panel of exercise physiologists*, supporting the relative merits of using basic training rather than selection testing to implement the juvenile counselor physical performance standards at the entry level; and,

- Recommendations from the expert panel of exercise physiologists, and evidence from the broader physical abilities research and training literature, as to particular types of physical conditioning exercises and tests that would best serve to assure that new juvenile counselors are able to meet or exceed minimum physical performance standards.

The evidence from the present (PDI/STC) study which served to establish the nature and importance of the juvenile counselor physical performance requirements, and to allow the definition of the statewide physical performance standards, is presented in Chapters III and IV of this report. It includes results from:

- job analysis questionnaires completed by hundreds of incumbents and supervisors across the state,
- critical incidents provided by an experienced and representative sample of JC supervisors,
- in-depth task analyses by a panel of job experts,
- specialized telephone interviews with job experts from many different facilities, and
- a specialized written survey through which input on proposed physical performance standards was sought from incumbents and supervisors from all participating agencies in the STC program.

The resultant final set of juvenile counselor physical performance standards is presented at the conclusion of Chapter IV.

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*The panel consisted of three Ph.D.-level exercise physiologists with extensive applied experience and expertise in designing, conducting, and evaluating physical conditioning and fitness testing programs (see Chapter V and Appendix D for more details).

Chapter V summarizes the evidence and analyses which led to our conclusion that core training is superior to selection testing as a method for introducing statewide entry-level physical ability standards for juvenile counselors. The analyses include evaluations of expected validity, impact/fairness for protected groups, and overall utility for participating agencies. A training approach, in contrast to a selection testing approach, is shown to be expected to have:

- o equal effectiveness in assuring that new JCs are able to meet the physical demands of the job,
- o less adverse impact against women and minorities, and,
- o greater overall utility for participating agencies.

Chapter V also addresses the importance of conducting medical examinations as a prerequisite to JC job placement, and provides recommendations as to how such examinations would be conducted and used. (Appendix E provides a sample medical screening form and guidelines for physicians.)

Chapter VI describes the particular physical abilities training program which we have recommended to the Board of Corrections as the method of implementing entry-level physical abilities standards for juvenile counselors. Chapter VI also outlines how the program was developed and summarizes the evidence documenting its job-relatedness.

As mentioned previously, an expert panel of exercise physiologists served as consultants to us on the development of the recommended physical abilities training program. They identified for us both the underlying physical capacities which the training should address, and the specific types of physical conditioning exercises and tests which should be used, to achieve maximum job-relatedness and effectiveness for assuring the JC trainees are able to meet the physical demands of the job. We, in turn, evaluated their recommendations against evidence in the broader literature on physical abilities testing and training, and then finalized the program design and prepared all materials necessary for its implementation as part of the core training course for juvenile counselors. (Appendix F provides a full copy of the instructor's guide for the program.)

Chapter VII outlines our final conclusions and recommendations to the California Board of Corrections on the subject of the physical conditioning and testing program. Our major conclusion is that all available evidence indicates that this program will prove to be a valid, fair, and administratively effective means of implementing juvenile counselor physical abilities standards at the entry level assuring that new JCs are able to meet the physical demands of the job. Our major recommendation is that it be implemented, as designed, as an integral part of the core training course for juvenile counselors.

III. NATURE AND IMPORTANCE OF JC PHYSICAL REQUIREMENTS

Are the physical demands of the JC position sufficient to warrant the establishment of statewide physical ability standards?

The initial evidence providing a "yes" answer to this question and defining the nature of those demands came from the results of the broad-based job analysis questionnaires completed, as a part of the general job analysis phase of our research program, by hundreds of JC incumbents and supervisors from facilities across the state. The first part of this chapter summarizes the questionnaire methods and the results relevant to physical abilities; for more details, see the complete job analysis technical report (Grabow, Houston, & Sevy, 1983).

Elaboration on the nature of the physical demands was then obtained through a review of critical incidents, analysis of the physically demanding tasks by a panel of job experts, and a telephone survey of job experts at many different facilities across the state.

The primary outcome of these steps was a set of preliminary physical performance standards expected to have statewide applicability for the physically demanding core tasks of the JC position.

This chapter of the report summarizes the evidence derived from each step in the development of the preliminary physical performance standards. The next chapter (Chapter IV) describes the statewide verification survey which subsequently was used to finalize those physical performance standards.

JOB ANALYSIS QUESTIONNAIRE RESULTS

The broad-based job analysis questionnaire used in the general job analysis phase of our research program provided a thorough overall perspective on the statewide requirements of the JC position, allowing definition of the "core job" as it exists statewide. The core job consists of the job elements which are common to JC jobs across agencies and facilities. It identifies the common denominators on which statewide standards can appropriately be based.

The questionnaire yielded incumbent and supervisor ratings of the frequency and importance of the full range of JC tasks, incumbent and supervisor ratings of the usefulness of relevant knowledges, skills, abilities and other characteristics, and supervisor judgments as to when those characteristics should be developed (before-hire versus after-hire). Those results, obtained statewide, provided a solid basis for evaluating both the absolute importance of the physical requirements of the position and their importance relative to other requirements.

Questionnaire Development

The JC job analysis questionnaire was developed based on:

- o position descriptions, training and orientation manuals, performance evaluation forms, policy and procedure manuals and existing job analysis reports from over 30 agencies;
- o relevant findings reported in the corrections, criminal justice, psychology, and sociology literature; and,
- o on-site observations and interviews with 36 incumbents and 26 supervisors at facilities in eight agencies representative of the state with respect to geographical location, size, and security level.

Questionnaire Completion

The job analysis questionnaires were completed by 631 incumbents and 251 supervisors from facilities in 14 different agencies. The agencies were representative in size and geographical location of the state as a whole, and the respondents came from all shifts and facilities of all security levels. The respondents were chosen by a random sampling procedure modified to include enough females and minorities to permit adequate representation of all groups. All of the respondents had at least six months of experience on the job, with the average experience being 6 years for incumbents and 13 years for supervisors (7 years as supervisor, 6 years as incumbent). The questionnaire responses of these 882 incumbents and supervisors were used to define the statewide "core" JC position. (See Grabow, Houston, and Sevy, 1983 for details of the job analysis).

Rated Frequency and Importance of Physically Demanding Core Tasks

Table 1 shows the statewide mean frequency and importance ratings obtained for the physically demanding core tasks of the JC job. They range in nature from routine, high frequency tasks which demand relatively low levels of physical fitness (e.g., walking and standing, searching) to relatively rare but important tasks which pose higher level physical demands (e.g., running to the scene of an emergency, defending oneself against attack). The average importance of these tasks ranges from low to high; the majority have at least medium importance.

Rated Usefulness of Physical Abilities

Table 2 shows the statewide mean usefulness ratings which supervisors and incumbents provided for the individual physical skills and abilities addressed through the job analysis questionnaire. As can be seen, almost all of those skills and abilities were rated from very useful to extremely useful by both supervisors and incumbents.

Table 3 shows how the physical abilities as a whole compare to other broad groupings of JC worker characteristics in terms of their rated overall usefulness by supervisors. The characteristics are grouped according to whether they were judged by supervisors as needing to be developed before-hire versus after-hire; 15 are classified as "before-hire", 11 others are classified as "after-hire". As can be seen, physical abilities as a whole:

- o are one of the 15 types of characteristics which supervisors judged as needing to be developed mostly before hire (making them an appropriate subject for selection and/or pre-placement training standards),
- o are relatively less useful than many of the other characteristics (ranking 13th of 15 in the set of "before-hire" characteristics, and 22nd of 26 overall), but
- o continue to show a high level of absolute importance, a "very useful" overall rating (a statewide mean rating of 2.89 on a 4-point scale).

The before-hire nature of the physical abilities plus their high absolute importance indicates that physical abilities standards are appropriate in JC selection and/or pre-placement training. Their lower <u>relative</u> importance indicates, however, that physical abilities standards are not likely to be as valuable as standards for other characteristics; and suggests that physical abilities standards are perhaps best applied after such other standards in any overall JC selection and training process.

Further support for the appropriateness of physical abilities standards in JC selection and/or pre-placement training comes from the high relative usefulness of the physically demanding skills which JCs need to develop after hire. As also can be seen from Table 3, three skills with a physically demanding component rank 1st, 2nd, and 4th in the set of 11 "after-hire" characteristics. Those skills are, respectively: first aid (mean usefulness rating of 3.54 on the 4 point scale), self-defense and physical restraint of others (mean of 3.50), and searching (mean of 3.37).

Text continues on Page 14

TABLE 1

Statewide Frequency and Importance Ratings For
Physically Demanding JC Core Tasks

Frequency rated by Incumbents on a 0 - 8 scale, where:

0 = Never, not part of my job
1 = Once or twice a year or less
2 = More often than twice a year, but less than once a month
3 = About once a month
4 = Two or three times a month
5 = About once a week
6 = Several times a week
7 = About once a day
8 = More than once a day

Importance rated by Supervisors on a 0 - 5 scale, where:

0 = Not part of the job
1 = Low
2 = Moderately low
3 = Medium
4 = Moderately high
5 = High

Core Tasks from the "Physically Demanding Tasks" Section of the Job Analysis Questionnaire	Mean Frequency	Mean Importance
158. Pursue juveniles on foot (running).....	1.0	2.1
159. Walk or stand for long periods of time.....	6.4	3.3
160. Run to the scene of a disturbance or emergency	3.8	4.0
161. Physically subdue or restrain a violent juvenile by yourself.....	1.8	2.8
162. Physically subdue or restrain a violent juvenile with the help of another person.....	2.5	4.2
163. Physically separate two fighting juveniles by yourself.....	1.9	3.1
164. Physically separate two fighting juveniles with the help of another person.....	2.3	4.2
165. Defend yourself against a juvenile armed with a weapon (for example, knife), disarm and subdue juvenile.....	.7	3.4
166. Search areas for contraband that are not easy to access (for example, under beds, in, behind, and around large equipment, vehicles).	4.5	4.2
167. Carry heavy objects (for example, injured or unconscious juvenile or piece of equipment)...	1.9	2.4

TABLE 1 (cont.)

Core Tasks from the "Physically Demanding Tasks" Section of the JAQ (continued)	Mean Frequency	Mean Importance
168. Lift heavy objects (for example, injured or unconscious juvenile or piece of equipment)...	1.9	2.4
169. Drag heavy objects (for example, injured or unconscious juvenile or piece of equipment)...	1.6	2.5
170. Push hard-to-move objects by hand (for example, furniture, piece of equipment).....	2.5	1.9
172. Jump over obstacles.....	.8	1.3
173. Use body force to gain entrance through barriers (for example, locked doors).....	.8	1.7
Other Relevant Core Tasks*		
52. Monitor and intervene in disputes between juveniles (before a fight occurs).....	5.6	4.6
53. Break up fights between juveniles.....	3.4	4.5
54. Break up "horseplay".....	6.1	4.3
59. Enforce appropriate disciplinary action.....	6.4	4.7
64. Coach juveniles involved in athletic and/or recreational activities.....	4.9	3.0
65. Participate in sports or game activities with juveniles.....	3.8	2.0
141. Extinguish or help extinguish fires.....	.7	3.9
142. Evacuate juveniles from area or facility (for example, because of fire).....	1.0	4.5
143. Conduct fire drills.....	1.4	3.3
144. Apply first aid to juveniles or co-workers....	2.8	4.2
145. Administer CPR to juveniles or co-workers.....	.7	4.2

*Identified through supervisor ratings of the importance of physical abilities to the performance of sets of tasks. Tasks listed are ones from sets for which physical abilities received mean importance ratings in the High to Very High range (i.e. mean ratings of 4.0 or above).

TABLE 2

Statewide Usefulness Ratings for JC Physical Abilities and Skills with a Physically Demanding Component

Usefulness rated on a scale of 0 - 4, where:

0 = Not useful
1 = Slightly useful
2 = Moderately useful
3 = Very useful
4 = Extremely useful

Skills		Mean Usefulness: Incumbents	Mean Usefulness: Supervisors
64.	Skill in conducting pat-searches	3.4	3.4
65.	Skill in conducting strip-searches	3.3	3.3
66.	Skill in searching rooms/units, vehicles, and other areas for contraband, weapons	3.4	3.4
67.	Skill in applying self-defense techniques	3.3	3.2
68.	Skill in applying basic first aid	3.4	3.5
69.	Skill in applying CPR	3.3	3.5
70.	Skill in driving automobiles	2.8	3.2
71.	Skill in driving vans, trucks, buses	2.2	2.6
Abilities			
84.	Ability to apply the appropriate "use of force"	3.4	3.5
85.	Upper body strength (arms, shoulders, back) to be able to subdue juvenile or move an unconscious or injured juvenile	3.0	3.0
86.	Leg strength to be able to give chase or scale obstacles during an escape attempt, or to move quickly on foot to the scene of a disturbance.	2.8	2.8
87.	Whole body coordination to be able to run or subdue juvenile	3.0	3.0

TABLE 2 (cont.)

Abilities (continued)	Mean Usefulness: Incumbents	Mean Usefulness: Supervisors
88. Manual dexterity to be able to operate control switches for locks, lights, or manually operate locks	3.1	3.1
89. Eye/hand coordination/steadiness, as used in aiming, throwing	2.5	2.5
90. Physical endurance or stamina to be able to be on one's feet, walking, for eight hours, or for giving chase for over ten minutes	3.0	2.9
91. Physical agility or flexibility to be able to search hard-to-access places, give chase, or subdue a violent juvenile	3.0	3.0

TABLE 3
Overall Usefulness of Physical Abilities Relative
To Other Broad Types of JC Worker Characteristics

"Before-Hire" Characteristics	Supervisor Mean Usefulness Rating
1. Stress Tolerance	3.76
2. Motivation	3.65
3. Reading Comprehension	3.59
4. Social Skills	3.58
5. Written Communication	3.56
6. Flexibility	3.54
7. Dominance/Self-Esteem	3.53
8. Non-Autonomy	3.44
9. Tolerance of Negative Aspects	3.26
10. Oral Communication	3.25
11. Visual Acuity	3.01
12. Quantitative Skills	2.93
13. Physical Abilities	2.89
14. Driving Skill	2.79
15. Organizing & Supervising Group Activities	2.72
"After-Hire" Characteristics	
1. Safety and First Aid	3.54
2. Self-defense and Physical Restraint of Others	3.50
3. Personal Organization	3.43
4. Observing and Searching	3.37
5. Skill in Observing Behavior	3.25

"After-Hire" Characteristics, continued

6.	Department-Specific Knowledge	3.08
7.	"Street" Knowledge	3.00
8.	Knowledge of Psychology	2.96
9.	Investigative Ability	2.94
10.	Knowledge of California Juvenile Justice	2.68
11.	Operating Communications Equipment	2.67

CRITICAL INCIDENTS

Critical incidents are concrete examples of behavior that have been observed occurring on the job. They provide a valuable basis for development of job performance rating scales by recounting actual scenarios ("snapshots") of effective, adequate, and ineffective job performance. They also lend richness to job analysis results.

Critical incidents of JC performance were collected as a part of our major research program primarily to facilitate our definition of different levels of JC effectiveness on job performance rating scales. We also used them to give us a richer understanding of the physical demands of the job; it is that use of the critical incidents which is of interest to us here.

The incidents were collected in half-day sessions with 39 JC supervisors from six representative agencies. These supervisors were selected by the Project Coordinators in their agencies on the basis of their knowledge of the JC job, their experience in observing and evaluating JCs on the job (at least two years of JC supervisory experience was required), and their insightfulness and ability to express themselves. During the half-day sessions, incidents were collected for all major task categories of the JC job analysis, including the physically demanding task category. Each supervisor contributed 10 to 15 incidents which, after editing for duplications, produced a total of 442 usable incidents.

A second sample of 42 experienced JC supervisors, from eleven representative agencies, then was called upon to review and rate the incidents. Because of the large number of incidents in the total set, they were divided up so that each was rated by approximately half of the supervisors. The ratings involved identifying both the job performance category and the degree of effectiveness represented by each incident.

To help get a richer description of the physical demands of the JC job, PDI researchers reviewed the critical incidents, selecting all incidents in which physical abilities seemed to play a role. Of the total set of 442 incidents, 38 (or approximately 10%) were identified as having some relevance to physical abilities.

A complete list of the 38 incidents is given in Appendix A, Part 1. The appendix also gives the average supervisor ratings of the job performance category and effectiveness level represented by each incident. Examining how the incidents were rated indicates that:

- The majority (22 of the 38 incidents) were identified as representing "Handling Emergencies/Crises" and 7 more were placed in the "Dealing with Harassment" category.

- The effectiveness levels represented by the incidents cover the full range from low to high. (Within the Harassment category, however, there were none above marginal effectiveness.)

Table 4 provides examples of incidents at various effectiveness levels from both of the major categories.

Table 4

Examples of Critical Incidents Involving Physical Abilities

From the "Handling Emergencies/Crises" Category

Superior: When a ward was found to have committed suicide, this counselor called for help and immediately began CPR and continued until paramedics arrived.

Effective: When a fight erupted between two children in the recreation area, this staff restrained the violent child, removed him from the group, and stayed with him in an isolated area until he calmed.

Marginal: When a racial gang fight erupted in the unit, this JC separated the two groups and put one of the leaders in isolation.

Ineffective: When this JC confronted a minor who was out of bounds, the minor became verbally abusive and adopted a combative stance. Instead of summoning readily available assistance, this JC attempted to physically restrain the minor on his own, causing himself injury.

From the "Dealing with Harassment" Category

Marginal: When a hostile ward refused to be handcuffed, the JC wrestled him to the ground, applied an arm lock, then placed handcuffs on him.

Ineffective: During an intake interview, a minor made derogatory racial remarks toward this JC and spat at him. The JC grabbed the minor, pushed him to the floor, and said, "You take those words and eat them!"

Review of the contents of the 38 incidents in Appendix A suggests that degree of physical strength per se is largely irrelevant to JC effectiveness. Insufficient strength does not figure prominently as a cause of failure, nor does great strength figure prominently as a cause of superior performance. Indeed, where use of a high degree of strength is cited, it is most often in the context of ineffective incidents involving excessive use of force or failure to request appropriate assistance.

The picture is similar for other "pure" physical abilities factors such as running speed, stamina, and flexibility. Overall, the incidents suggest that the levels of physical abilities required for effective JC performance are relatively low ones, and that levels of physical ability beyond those required minimums offer little, if any, real practical advantage.

Rather, the content review suggests that the key determinants of effectiveness in these incidents are factors such as judgment in anticipating and acting to minimize physical conflict, willingness to seek and provide assistance, and skillfulness in applying specific restraint, self-defense. and first aid techniques.

These impressions can be supported by examining the performance rating scales which ultimately were used in the larger research study for evaluating JCs' effectiveness in handling emergencies/crises (see Appendix A, Part 3). ("Dealing with Harassment" was divided among several other scales.) On the scale for "Handling Emergencies/Crises" remaining calm, sounding the alarm, de-escalating the situation, and being skillful in administering first aid techniques are anchors for "excellent" performance, while panicking and failing to request assistance, and failing to attend to the group anchor the low end of the scale.

Thus, in addition to providing a richer picture of the physical demands of the JC position, the overall indications from the critical incidents fit well with the results which emerged from the physical ability usefulness ratings from the job analysis questionnaire. These are the overall indications that:

- other characteristics, such as judgment, stress tolerance, and communications, are relatively more important than physical abilities in determining overall JC effectiveness, but
- certain minimum levels of physical abilities nevertheless appear critical, especially as they relate to the ability to become skillful in application of restraint, self-defense, and first aid techniques.

TASK ANALYSIS WORKSHOPS

Further information on the nature of the physically demanding JC tasks was obtained through a supplemental analysis provided by the panel of JC job experts who had been assembled to serve as the primary job experts on the training phase of the larger research program. The panel was comprised of JC job experts from six representative agencies. All had been identified by the Project Coordinators in their agencies as having both a thorough understanding of the JC job and the ability to communicate that understanding.

The panel was to be large enough to allow for diversity and representativeness, but small enough to allow thorough discussion of the task requirements. Thus, it was ideally suited to provide us with a more in-depth understanding of the physically demanding JC tasks. Toward this end, the panel met for a full day to discuss and clarify what was involved in each of the major physically demanding core tasks. For each task they addressed questions such as:

- How much discretion does a JC have in performing this task? Are there less physically demanding ways of accomplishing the task objectives?

- How large are the objects or persons that the JC may be required to move, restrain, etc.? What degree and type of resistance does the task environment present (e.g., violent resistance, stairs to be climbed)?

- How long must the JC persist at this task? How quickly must it be performed?

- What is the typical size and distance of objects that must be seen? What is the typical volume, distance, and background noise for things that must be heard? [These were included because this supplemental physical abilities task analysis also was used to provide additional information on the visual and hearing requirements of the job.]

- What typically precedes and follows performance of this task?

During the panel's discussion and analysis of the tasks, the perennial problem of policy and practice differences between agencies was apparent. It also became clear that most agencies had not adopted or issued concrete standards for the performance of the physically demanding tasks: "making an effort" was often the only explicit requirement. Nevertheless, from the panel's analysis, some common denominators did emerge for each of the tasks. Those common denominators are summarized in Table 5.

Finally, the panel's discussion also made clear that the consequences of a JC performing poorly on the physically demanding tasks can be severe -- for the JC him/herself, for other JCs, for inmates, and for the facility as a whole. The demands might not be especially high, but they are critical.

Text continues on Page 22

TABLE 5
Common Denominators for Physically Demanding Tasks
As Defined by the Panel of JC Job Experts

Pursue juveniles on foot (running).

Although policies vary from agency to agency, in most cases the JC is not formally obligated to chase a juvenile. However, our experts cited several cases in which JC's were disciplined (e.g., suspended) for not putting forth a "reasonable effort" in pursing escaping juveniles. Opinion on whether JC's should be physically capable of running after juveniles was mixed. Some felt that chasing too far might render the JC incapable of handling the juvenile when he/she finally caught up with him/her. Others pointed out the JC's obligation to protect the public from dangerous juveniles -- thus, running after them would be important.

The terrain over which such chases may occur varies by facility. At a ranch, open terrain, hills, and fences would be common. In a metropolitan area, the JC might have to chase the juvenile through yards, over fences, etc. Consensus was that the JC is not likely to pursue a juvenile for more than 100 - 150 yards.

Walk or stand for long periods of time.

No real choice here. Such movements are necessary to keep juveniles in view, to check rooms, etc. Depending on the assignment, the JC will be walking or standing for approximately 4 hours on an 8-hour shift.

One county employs a JC who is now confined to a wheelchair after several years in the JC job. Her performance is regarded as highly satisfactory. Apparently she is able to compensate for her disability through experience and an obvious concern for the juveniles.

Run to the scene of a disturbance or emergency.

There is no choice in this case. Under such conditions the JC must move quickly to the site of the problem -- usually 50 - 75 yards. If the JC were overly tired upon reaching the site, he/she might be unable to assist (e.g., help another staff member, administer CPR). The potential consequences of not being able to perform this task include injuries/death to staff members or juveniles, escape, etc.

Physically subdue or restrain a violent juvenile by yourself.

If the JC is attacked, he/she has little choice but to defend him or herself. Depending on the facility and assignment, such situations can occur as often as once every two months.

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Table 5: Common Denominators (continued)

The median age of the juveniles involved in such situations is about 16. They range in height and weight up to 6'1" plus and 230 pounds. Most of these juveniles are not sophisticated in fighting or the use of martial arts or other techniques.

Depending on the assignment, help will typically arrive within one minute.

Clearly, the consequences of not being able to defend oneself in such situations are severe for the staff, juveniles, and possibly the community.

The JC experts felt that training could help a great deal here, both in terms of teaching JCs to anticipate and thus short-circuit such situations, and also in teaching basic self-defense techniques. They felt that refresher courses on the latter should be attended 2-3 times per year.

Physically subdue or restrain a violent juvenile with help.

This is a more frequently occurring task than the one noted above. There is no choice but to do it when the situation arises. Failure to help not only results in physical danger to other staff members and the juvenile, but undermines confidence and trust between staff members. Unwillingness to help is also likely to result in disciplinary action against the staff member.

Restraint training was noted as particularly helpful here, with emphasis on teamwork. The JCs felt that the primary requirement was that the new JC understand that this kind of situation is a part of the job and that they must be willing to jump in and help.

PhysicallY separate two fighting juveniles.

The JC has an obligation to separate them if possible. However, where the risk of injury is too great, the protection and supervision of other juveniles present may be a higher priority. JC's should be trained in making this decision and also in the proper techniques for separating the juveniles. Regular practice of these techniques was considered essential.

Defend Yourself against a juvenile armed with a weapon.

Again, if the situation occurs, the task must be performed. Types of weapons used include silverware, homemade knives, cue sticks, pencils, broom handles, chair legs or chairs, and any kind of tool.

The juvenile is typically not sophisticated in the use of such weapons.

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Table 5: Common Denominators (continued)

Training in anticipating situations, specific defensive techniques, and facility policy was considered essential for successful performance on this task.

Carry, lift, and/or drag heavy objects.

Where there is no emergency, the JC can usually find assistance or tools that will enable him/her to accomplish these tasks. In an emergency (e.g., a fire), there is usually much less choice -- the task must be performed or reasonable effort must be put forth.

Typical objects that must be moved in some way include -- juveniles, files, furniture, fire extinguishers. The degree of resistance may be increased if, for example, the juvenile is unconscious or fighting, there are stairs or other obstacles in the path, etc.

While physical strength was considered important here, situations in which there is no choice but to lift, carry, or drag an object are fairly rare. Training in proper lifting techniques was thought to be helpful in avoiding staff injuries.

Push hard-to-move objects by hand.

Unless an emergency is involved, the JCs felt that there are alternative ways to accomplish the objectives of this task. One can use tools, other staff, juveniles, etc. Ranch or camp assignments, however, would call for this task more often than hall assignments.

The most common object to be pushed is a door. Leverage techniques and good shoes were cited as important to successful performance.

Jump over obstacles.

Unless an emergency is involved, this task could be changed to "walk or run around obstacles". Examples of obstacles that might have to be jumped include cafeteria tables, beds, small fences, small streams, and chairs.

If a JC were required to perform this task in an emergency, physical fitness and agility were considered important. The JCs felt, however, that physical fitness training would allow most individuals to achieve competence on this task. Training in deciding whether and how to pursue a juvenile was also noted as important to this task.

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Table 5: Common Denominators (continued)

Use body force to gain entrance through barriers (e.g., locked doors).

This task was considered similar to pushing hard to move objects in that it would have to be performed under emergencies. There would always be alternative methods, but the trade-off would be time lost in getting into the room. Consequences can be severe (e.g., loss of time).

Listen for unusual sounds or sounds that may indicate illegal activity.

This task was regarded as highly important by our experts. The JC must be able to hear low volume sounds like scratching and high volume sounds like yelling and fighting. There is usually considerable background noise in these situations (e.g., juveniles talking loudly, music playing.)

The distance at which sounds must be heard depends partially on the facility. At a ranch, for example, the JC may have to detect sounds up to 200 yards away.

Both good hearing and training were cited as important to this task. Our experts felt that it would be difficult to compensate for a hearing disability on this job. Training would help the JC learn what to listen for -- not just sounds but lack of noise and/or changes in noise levels.

The consequences of not detecting such indicators can be most severe.

Watch for indications of illegal activity or disturbance in relative darkness.

In many agencies, a valid driver's license is required for the JC job, thus assuring that the JC will be able to perform this task. Generally, there are no alternative ways to accomplish this task, but aids such as flashlights can be used. Examples of things that must be seen include sparks from a match, smoke, juveniles in bunks (check to see if breathing). The distance at which these things must be seen varies from one institution and/or assignment to another. When looking into cells or dorms, objects must be seen at 10 - 15 feet. Perimeter checks involve much longer distances. Again, the consequences of not seeing unusual things can be most severe.

PHYSICAL ABILITIES TELEPHONE SURVEY

The final step in the development of the preliminary physical performance standards was to get estimates, from a larger number of agencies than were involved in the panel analysis, of the typical sequences, distances, speeds, and weights involved in the performance of the physically-demanding tasks. The goal was to derive a typical minimum statewide standard for each task.

To accomplish this, we conducted a series of half-hour telephone interviews with JC supervisors nominated by their agency Project Coordinators as being knowledgeable about the physical requirements of the JC job. We requested one expert from each facility in each participating agency. The final sample came from 45 different facilities, located in 23 different agencies; their names and agencies are listed in Appendix B, Part 1.

During the interviews, the JC supervisors were asked to describe, for as many of the physically-demanding tasks as time allowed, the typical circumstances under which the task is performed in their facilities and the level of JC performance which is considered minimally acceptable. Examples of the interview questions are listed in Table 6.

The PDI interviewers took detailed notes on all responses and, as the interviews progressed, summarized (synthesized or tallied) them across facilities. As is apparent from Table 6, many of the questions of interest were of the type which produced "narrative" rather than "countable" responses, and for which responses thus needed to be summarized through synthesis rather than simple tallying. Examples of the tallies of countable responses are reported in Appendix B, Part 2.

From the summarized responses, preliminary definitions of typical minimum performance standards were drafted for each of the physically demanding tasks. These preliminary definitions were checked and refined through each new telephone interview.

The outcome was a set of preliminary physical performance standards which, on the basis of all information gathered, appeared to us to represent typical statewide minimum requirements for JCs' performance of the physically demanding core tasks in the job. Those preliminary standards are presented here in Table 7. Note that for 3 of the 15 physically demanding core tasks, the preliminary standard is defined as "no standard" and the reason for defining no standard is given.

We then proceeded with two concurrent steps: (1) a statewide verification survey to finalize the definitions of the JC physical performance standards; and (2) evaluation of alternative methods for addressing such standards during JC selection and/or pre-placement training. Those steps are described in the next two chapters of this report.

TABLE 6
Sample Telephone Interview Questions, By Task

Walk or stand for long periods of time.
Typically ...
- How long must a JC walk or stand?

Pursue juveniles on foot (running).
Typically ...
- What are the circumstances?
- What happens before and after?
- How far must a JC pursue a juvenile?
- How fast is the JC expected to run?
- What obstacles are encountered?

Physically subdue or restrain a juvenile by yourself.
Typically ...
- How long until help arrives?
- What are the circumstances?
- What happens before and after?

Physically separate two fighting juveniles by yourself.
Typically ...
- What are the circumstances?
- How long until help arrives?
- What happens before and after?

Defend self against a juvenile armed with a weapon: disarm and subdue the juvenile.
Typically ...
- What are the circumstances?
- How long does it take?
- What happens before and after?

Lift and carry heavy objects by yourself: lift and support heavy objects: drag heavy objects: and push hard to move objects.
Typically ...
- What are the circumstances?
- How long does it take?
- What happens before and after?
- How heavy are the objects?
- How far do you have to move them?

Use body force to gain entrance through barriers.
Typically ...
- What types of barriers do you encounter?
- What is physically involved?

Run to the scene of a disturbance or emergency. Typically ...
- What are the circumstances?
- What happens before and after?
- How far must a JC run?
- How fast must the JC run?
- What obstacles are encountered?

Physically subdue or restrain a juvenile with help from another JC.
Typically ...
- What are the circumstances?
- How long does it take?
- What happens before and after?

Physically separate two fighting juveniles with help from another JC.
Typically ...
- What are the circumstances?
- How long does it take?
- What happens before and after?

Search areas that are not easily accessible for contraband.
Typically ...
- What types of areas?
- How long does it take?
- What happens before and after?

Jump over obstacles.
Typically:
- What are the circumstances?
- What are the obstacles?
- What happens before and after?

TABLE 7
Preliminary JC Physical Performance Standards

1. **Walk or stand for long periods of time.**

   Be able to walk or stand for six hours of an eight hour shift.

2. **Pursue juveniles on foot (running).**

   After walking/standing for six hours of an eight hour shift, be able to pursue a running juvenile by:

   A. Sprinting a distance of 75 yards or more; and
   B. Maintaining a brisk walk or jog for one-quarter of a mile or more.

3. **Run to the scene of a disturbance or emergency.**

   After walking/standing for six hours of an eight hour shift, be able to walk briskly or jog 150 feet to the scene of an emergency or disturbance, maneuvering around obstacles such as tables and chairs.

4. **Physically subdue or restrain a violent juvenile by yourself.**

   After walking/standing for six hours of an eight hour shift, and after physically separating two fighting juveniles with the help of another person, be able on your own to apply appropriate techniques to:

   A. Physically restrain a resisting juvenile for at least 30 seconds; and,
   B. Remove the resisting juvenile from the scene.

5. **Physically subdue or restrain a violent juvenile with the help of another person.**

   After walking/standing for six hours of an eight hour shift, be able to apply appropriate techniques to help another JC to:

   A. Physically restrain a resisting juvenile for at least 30 seconds; and,
   B. Remove the resisting juvenile from the scene.

6. **Physically separate two fighting juveniles with the help of another person.**

   After walking/standing for six hours of an eight hour shift, and then walking briskly or jogging 150 feet in response to a call for help, be able to help another JC separate two fighting juveniles by approaching one of the juveniles from behind, pulling the juvenile away, and applying appropriate techniques to restrain the juvenile for at least 30 seconds.

Continued, Next Page

TABLE 7: Preliminary JC Standards (continued)

7. **Physically separate two fighting juveniles by yourself.**

   No standard; this task is frequently proscribed (i.e., is against regulations in many facilities).

8. **Defend yourself against a juvenile with a weapon.**

   After walking/standing for six hours of an eight hour shift, be able to handle an attacking juvenile by verbally de-escalating the situation if possible and, if that is not possible, calling for assistance, retreating, or otherwise acting to minimize injury to self and others.

9. **Search areas for contraband that are not easy to access.**

   After walking/standing for six hours of an eight hour shift, be able to repeatedly:

   A. Assume position to look under a bed and visually search the area for contraband; and,
   B. Step up on a chair and maintain balance while reaching to search high areas.

10. **Lift and carry heavy objects.**

    After walking/standing for six hours of an eight hour shift, be able to lift and carry a wall mounted, 20-pound fire extinguisher and walk briskly 75 feet or more to the scene of a fire.

11. **Lift and support heavy objects.**

    After walking/standing for six hours of an eight hour shift, be able to support the weight of a 150-pound hanging juvenile for a period of 30 seconds or more, lifting sufficiently to prevent strangulation.

12. **Drag heavy objects.**

    After walking/standing for six hours of an eight hour shift, and walking briskly or jogging 75 feet, be able to use appropriate techniques to quickly drag a 150-pound juvenile for a distance of 20 feet or more.

13. **Push hard-to-move objects by hand.**

    After walking/standing for six hours of an eight hour shift, be able to push a 60-pound chair 10 feet or more across an uncarpeted floor.

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TABLE 7: Preliminary JC Standards (continued)

14. Jump over obstacles.

No standard; alternative ways to accomplish the objective almost always are available.

15. Use body force to gain entrance through barriers.

No standard; task is rarely performed (once or twice a year or less) and is of low to moderately low importance.

IV. DEVELOPMENT AND VERIFICATION OF THE FINAL JC PHYSICAL PERFORMANCE STANDARDS

VERIFICATION SURVEY METHOD

To develop the final JC physical performance standards, we put the preliminary standards into written survey form and had STC consultants distribute multiple copies of the survey to all agencies participating in the research study. Each agency was asked to have the survey completed by at least two to three JC job experts from each of their facilities (to include at least one supervisor and one incumbent and at least one male and one female).

The survey, a complete copy of which is given in Appendix C, Part 1, listed the preliminary standard for each physically demanding task and asked respondents to specify:

- Is this standard appropriate for your facility? (yes or no); and,
- If "no", how does the standard need to be revised to become appropriate?

The three tasks for which "no standard" was defined as typical were included in the survey along with the others, with the following instructions to respondents:

> In those cases, we want to know whether it is accurate, for your facility, that no standard exists for that task. If "no standard" is correct, check "yes". On the other hand, if your facility does have a performance standard/requirement for that task, check "no" and write in a description of the standard.

The yes-no ratings were designed to allow straightforward computation of an "endorsement rate" for each preliminary standard: computation of the proportion of respondents, from each surveyed agency, who endorsed each standard, as written, as being appropriate for their facility. From these endorsement rates, we could test the hypothesis that each standard defines a <u>typical</u> statewide minimum requirement. (Or, in the case of the "no standard" tasks, test the hypothesis that no typical statewide requirement exists.)

The criterion set was that each preliminary standard, to be considered verified as a typical statewide minimum standard, needed to be <u>endorsed by the majority of respondents in the majority of the agencies surveyed</u>. That is, to be acceptable "as is", a standard needed to be endorsed by over half of the respondents in over half of the surveyed agencies. The higher the endorsement rate, the more widely applicable we could expect the standard to be.

When respondents disagreed with a preliminary standard, they were asked to revise it to make it accurate for their facility. This was designed to allow us to learn what changes, if any, in the definitions of the preliminary standards could be introduced to widen their statewide applicability. Even when standards met our criterion for verification, we wanted to review the comments and suggested revisions from respondents to see whether the standards could be further improved.

COMPOSITION OF THE VERIFICATION SAMPLE

Completed verification surveys were returned by a total of 68 respondents from 25 different facilities (see Appendix C, Part 2 for a complete listing). The number of respondents per facility ranged from one to four, with three respondents per facility being most common. In most cases, those respondents comprised both males and females, but incumbents outnumbered supervisors 4 to 1. However, there does not appear to be much difference between incumbent and supervisor endorsement rates, so this should not be a concern. In total, the sample comprised:

- 24 females and 42 males (plus two unknown);
- 56 incumbents and 12 supervisors.

The 25 facilities represented include both girls' and boys' institutions, range in size from small to large, and draw from the full range of geographic locations in the state. They also include one facility which had not participated in the preceding physical abilities telephone survey.

VERIFICATION SURVEY RESULTS

Appendix C, Part 2 contains lists of all ratings and comments and suggested revisions provided by respondents, plus summaries of those responses by facility, by sex of respondent, and by respondent position level. The results are further summarized and discussed below.

Use of Both Ratings and Comments in Computation of Endorsement Rates

In reviewing the completed verification surveys, we found that respondents' comments concerning suggested revisions for standards did not always appear fully consistent with their yes-no ratings of the accuracy of those standards.

The three "no standard" tasks proved to be the source of almost all of those discrepancies, especially the first of the three "no standard" tasks (number 7 in the survey: "Physically separate two fighting juveniles by yourself"). On it, approximately 25 of the respondents appeared to have been confused about the meaning of a yes-no rating: They skipped it (left it blank) or checked "no" (suggesting that "no standard; against regulations in many facilities" was inaccurate for their facility) but then, in their comments, stated that the task is against regulations in their facilities, that the staff is required to get back-up before trying to physically separate fighting juveniles.

The presence of these inconsistencies indicated that endorsement rates computed from the yes-no ratings alone would, in a few cases, be misleading. Thus, endorsement rates were computed both from ratings alone and from ratings plus comments; in the latter case (referred to as "rates based on comments"), any apparent inconsistencies between ratings and comments were resolved in favor of the comments.

Wherever differences emerged in the endorsement rates computed through the two different approaches, those differences are identified in the results reported in the remainder of this chapter.

Overall Summaries of Endorsement Rate Results

Table 8 summarizes the endorsement rate results for the total sample; Table 9 shows the breakdown of results by respondent sex and position level. As these tables show:

- All 15 of the preliminary standards (including the three "no standard" statements: 7, 14 & 15) are endorsed as accurate by the majority of the total sample: by at least 60% based on ratings alone; by at least 74% based on comments.

- All 15 of the preliminary standards meet the verification criterion of being endorsed by the majority of respondents from the majority of facilities. Each received majority endorsement from at least 68% of the different facilities.

- For many of the standards, endorsement rates from female respondents are slightly lower than those from males; even so, each standard was clearly endorsed by the majority of females as well as males.

- Endorsement rates from incumbents tend to be slightly lower than those from supervisors. Again, however, each standard was clearly endorsed by the majority of incumbents as well as supervisors.

TABLE 8

SUMMARY OF VERIFICATION SURVEY RESULTS

PRELIMINARY STANDARD**	Percentage of Respondents (N=68) Endorsing Each Standard from Ratings	Percentage of Respondents (N=68) Endorsing Each Standard from Comments	Percentage of Facilities (N=25) Giving Majority Endorsement* to each Standard from Ratings	Percentage of Facilities (N=25) Giving Majority Endorsement* to each Standard from Comments
1	87 %	87 %	92 %	92 %
2	74	74	76	76
3	97	97	100	100
4	87	87	92	92
5	99	99	100	100
6	97	99	100	100
7	60	74	68	88
8	94	94	100	100
9	99	99	100	100
10	97	97	100	100
11	91	91	100	100
12	87	88	92	92
13	82	79	92	92
14	75	85	80	84
15	71	90	72	100

*Majority endorsement was defined as endorsement by greater than 50% of the respondents; given the numbers of respondents involved, the actual majority endorsement rates within facilities ranged from 67% to 100%.

**See Table 7 (Page 24-26) for definitions of preliminary standards.

TABLE 9

VERIFICATION SURVEY RESULTS BY RESPONDENT SEX & POSITION LEVEL

ENDORSEMENT PERCENTAGES*, by:

PRELIMINARY STANDARD**	Respondent Gender				Respondent Position Level			
	Female (N=24)		Male (N=42)		Incumbent (N=56)		Supervisor (N=12)	
1	83		86		84		100	
2	71		81		70		92	
3	92		100		96		100	
4	88		86		86		92	
5	96		100		98		100	
6	92	(96)	100		96	(98)	100	
7	75		50	(71)	59	(71)	67	(83)
8	92		95		93		100	
9	96		100		98		100	
10	92		100		96		100	
11	92		90		91		92	
12	75	(79)	93		86	(88)	92	
13	79		86	(83)	82	(79)	83	
14	83	(92)	69	(81)	75	(84)	75	(92)
15	75	(92)	67	(88)	71	(91)	67	(83)

*Where respondents' ratings appear to be inconsistent with their comments, two endorsement percentages are reported: the first is based on the respondents' ratings, the other (given in parentheses) is based on the respondents' comments.

**See Table 7 (Pages 24-26) for definitions of preliminary standards.

Summaries, by Standard, of Results and Conclusions

Summarized in this section, for each of the 15 physically demanding JC core tasks, are the survey results and our conclusions with respect to the statewide accuracy of the preliminary minimum standards examined through the verification survey.

1. Task: Walk or stand for long periods of time.

   Preliminary Statement of Typical Minimum Standard: Be able to walk or stand for 6 hours of an 8 hour shift.

   Survey Results: This standard received majority endorsement from 92% (23 of the 25) of the facilities. In the two facilities which did not yield majority endorsement, respondents' comments suggested decreasing the standard to 2-4 hours of an 8 hour shift.

   Conclusion: This standard provides an accurate description of typical statewide minimum requirements for JC performance. Although there clearly are a few facilities which do not require such extensive walking or standing, the vast majority do require it.

2. Task: Pursue juveniles on foot (running).

   Preliminary Statement of Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to pursue a running juvenile by:

   A. Sprinting a distance of 75 yards or more; and
   B. Maintaining a brisk walk or jog for one-quarter of a mile or more.

   Survey Results: This standard was one of the few to receive a majority endorsement rate lower than 80% (76% from ratings). It was rejected in whole or in part by 17 respondents from across 15 different facilities. The major theme in their comments is that pursuit is either not required at all or not required beyond the immediate bounds of the facility. The quarter-mile walk/jog seems especially called into question by the comments. Only one respondent commented that the 75 yard sprint distance is too long.

   Conclusion: Although this standard as a whole was endorsed as accurate by a substantial majority of respondents, the number of rejections of the distances involved suggests that the quarter-mile walk/jog portion of the standard (Part B) is inappropriate in a statement of typical statewide minimum requirements. Statewide applicability would be improved if only the 75-yard sprint portion (Part A) were retained.

3. Task: Run to the scene of a disturbance or emergency.

Preliminary Statement of Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to walk briskly or jog a distance of 150 feet to the scene of an emergency, maneuvering around obstacles such as tables and chairs.

Survey Results: This was one of the most strongly endorsed standards, receiving majority endorsement from 100% of the facilities. Only one respondent made any comment. That comment suggested increasing the distance to 200 feet.

Conclusion: This standard, as currently written, provides an accurate description of typical statewide minimum requirements for JC performance.

4. Task: Physically subdue or restrain a juvenile by yourself.

Preliminary Statement of Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, and after physically separating two fighting juveniles with the help of another person, be able on your own to apply appropriate techniques to:

A. Physically restrain a resisting juvenile for at least 30 seconds; and,
B. Remove the resisting juvenile from the scene.

Survey Results: This standard received majority endorsement from 92% of the facilities. Respondents from the facilities indicated that the staff should wait for back-up rather than acting alone.

Conclusion: This standard, as currently written, provides an accurate description of typical statewide minimum requirements for JC performance. Although acting alone to subdue/restrain juveniles is discouraged in a few facilities, the vast majority require that juvenile counselors do it when necessary.

5. Task: Physically subdue or restrain a juvenile with the help of another person.

Preliminary Statement of Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to apply appropriate techniques to help another counselor to:

A. Physically restrain a resisting individual for at least 30 seconds; and,

B. Remove the resisting individual from the scene.

Survey Results: This was one of the most strongly endorsed standards, receiving majority endorsement from 100% of the facilities. Only one respondent commented on it; that comment simply suggested reducing the preceding standing/walking time from 6 to 4 hours.

Conclusion: This standard, as currently written, provides an accurate description of typical statewide minimum requirements for JC performance.

6. **Task: Physically separate two fighting juveniles with the help of another person.**

Preliminary Statement of Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, and then walking briskly or jogging 150 feet in response to a call for help, be able to help another counselor separate two fighting juveniles by approaching one of the juveniles from behind, pulling the juvenile away, and applying appropriate techniques to restrain the juvenile for at least 30 seconds.

Survey Results: This standard also received majority endorsement from 100% of the facilities, and was the subject of no consistent comments.

Conclusion: This standard, as currently written, provides an accurate description of typical statewide minimum requirements for JC performance.

7. **Task: Physically separate two fighting juveniles by yourself.**

Preliminary Statement of Typical Minimum Standard: No standard; this task is frequently proscribed (i.e., is against regulations in many facilities).

Survey Results: As previously described, the "yes-no" ratings of this "no standard" statement created some confusion for respondents. The ratings produced majority endorsement for "no standard" from only 68% of the facilities. Respondents' comments clearly indicate, however, that this task is indeed almost always proscribed and, hence, is not an appropriate subject of a statewide standard. From respondents' comments, "no standard; task against regulations" receives majority endorsement from 88% of the facilities.

Conclusion: Although acting alone to physically separate two fighting juveniles is identified as one of the core tasks of the JC job (because more than 50% of the JCs who completed the statewide job analysis questionnaire described it as something they occasionally do on the job), this task is against regulations in so many facilities that it should not be made the subject of a statewide physical performance standard.

Given that JCs should get back-up before attempting to physically separate two fighting juveniles, task 7 becomes redundant with task 6, and is appropriately covered by the physical performance standard described for that task. No separate standard is needed.

8. **Task: Defend yourself against a juvenile armed with a weapon, disarm and subdue juvenile.**

Preliminary Statement of Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to handle an attacking juvenile by verbally de-escalating the situation if possible and, if that is not possible, calling for assistance, retreating, or otherwise acting to minimize injury to self and others.

Survey Results: This standard is another which received majority endorsement from 100% of the facilities and was the subject of no consistent comments.

Conclusion: This standard, as currently written, provides an accurate description of typical statewide requirements for JC performance.

9. **Task: Search areas for contraband that are not easy to access.**

Preliminary Statement of Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to repeatedly:

A. Assume position to look under a bed and visually search the area for contraband; and,

B. Step up on a chair and maintain balance while reaching to search high areas.

Survey Results: This is another of the standards that received majority endorsement, and no particular comments, from 100% of the facilities.

Conclusion: This standard, as currently written, provides an accurate description of typical statewide minimum requirements for JC performance.

10. **Task: Carry heavy objects by yourself.**

Preliminary Statement of Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to lift and carry a wall mounted 20 pound fire extinguisher and walk briskly 75 feet or more to the scene of the fire.

Survey Results: This standard was another one receiving majority endorsement, and no particular comments, from 100% of the facilities.

Conclusion: The standard, as currently written, provides an accurate description of a typical statewide minimum requirement for JC performance.

11. **Task: Lift and support heavy objects.**

Preliminary Statement of Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to support the weight of a 150-pound hanging juvenile for a period of 30 seconds or more, lifting sufficiently to prevent strangulation.

Survey Results: This standard received majority endorsement from 100% of the facilities. A few respondents commented that this would typically be done by two staff, or is not a clear requirement of one staff member; however, they were always in the minority from their facilities. No respondents suggested revision in the juvenile weight or distance defined in the standard.

Conclusion: This standard, as currently written, provides an accurate description of a typical statewide minimum requirement for JC performance.

12. **Task: Drag heavy objects.**

Preliminary Statement of Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, and walking briskly or jogging 75 feet, be able to apply appropriate technique to quickly drag a 150-pound juvenile for a distance of 20 feet or more.

Survey Results: This standard received majority endorsement from 92% of the facilities. There were no common themes to respondents' comments. Only one respondent suggested a revision in the defined juvenile weight (suggesting 100-120 pounds rather than 150 pounds). None suggested revision in the defined distance.

Conclusion: This standard, as currently written, is accurate as a description of typical statewide minimum requirements for JC performance.

13. **Task: Push hard-to-move objects by hand.**

Preliminary Statement of Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to push a 60-pound chair 10 feet or more across an uncarpeted floor.

Survey Results: This standard received majority endorsement from 92% of the facilities. Respondents' comments ranged from complete rejection of the standard to suggesting an increased difficulty level (e.g., heavier weight, carpeted floor). One pointed out that a heavy object to be moved would more commonly be a table than a chair.

Conclusion: This standard, as currently written, provides an accurate description of typical statewide minimum requirements for JC performance.

14. **Task: Jump over obstacles.**

Preliminary Statement of Typical Minimum Standard: No standard; alternative ways to accomplish the objective almost always are available.

Survey Results: The statement of "no standard" for this task received majority endorsement from approximately 80% of the facilities (exactly 80% based on ratings, 84% based on respondents' comments). Most respondents who did not endorse it simply left it blank. Only two comments suggest that a standard for this task might be appropriate: they indicate that jumping over a table or desk may sometimes be necessary. All other comments support "no standard".

Conclusion: It continues to appear that this task should not be made the subject of a statewide minimum performance requirement.

15. **Use body force to gain entrance through barriers.**

Preliminary Statement of Typical Minimum Standard: No standard; task is rarely performed (once or twice a year or less) and is of low to moderately low importance.

Survey Results: The statement of "no standard" for this final task has majority endorsement from at least 72% of the facilities (72% based on ratings; 100% based on comments). Seven respondents did suggest that JCs sometimes are required, in their facilities, to push open cell doors against resistance from juveniles or to open doors which have been barricaded or tampered with. However, most respondents' comments support "no standard".

Conclusion: It continues to appear that this task should not be made the subject of a statewide minimum performance requirement.

DESCRIPTION OF THE FINAL PHYSICAL PERFORMANCE STANDARDS

As is evident in the review of results given in the preceding chapters, the physical abilities verification survey:

- gave strong support to our decision that three of the 15 physically demanding JC core tasks (numbers 7, 14, and 15) should not be made the subject of a statewide minimum performance standard;
- clearly verified the statewide applicability of the preliminary standards defined for each of the other 12 tasks; and,
- pointed to revisions which could be introduced to increase even further the applicability of two of those standards (numbers 2 and 13).

Based on these results, we defined the final set of typical minimum standards for JC physical performance.

The final JC physical performance standards are given in Table 10. They are limited to the 12 physically demanding JC core tasks which the survey results confirmed to be appropriate, and they incorporate the revisions which the survey results indicated as appropriate for achieving maximum statewide applicability across participating agencies.

These standards, which define typical statewide minimum criteria for adequate JC performance on physically demanding tasks ("lowest common denominators" of acceptable task performance), are of critical importance in that they:

- clearly provide an appropriate basis for development of statewide standards concerning the minimum level of physical ability which a new JC needs to bring to the job; and, thus,
- are fundamental to all of our subsequent work on this topic.

It is the case, of course, that a number of the participating agencies in the STC program do have minimum physical performance requirements for some JC tasks that are higher than those portrayed here by the typical minimums (e.g., longer distances to be covered in pursuing juveniles or running to the scene of emergencies). It is important to recognize that the higher minimum standards in those agencies are in no way invalidated because the typical statewide minimum standards are lower.

Similarly, a few participating agencies in the STC program do have minimum physical performance requirements for some JC tasks which are lower than those portrayed by the typical minimums (e.g., only 2-4 hours of standing per shift). See Chapter VII, Conclusions and Recommendations Regarding the Physical Conditioning Module, for discussion regarding use of the benchmark minimums as a screening device.

TABLE 10

Final JC Physical Performance Standards*

A. Task: Walk or stand for long periods of time.
(1)

Typical Minimum Standard: Be able to walk or stand for six hours of an eight hour shift.

B. Task: Pursue juveniles on foot (running).
(2)

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to pursue a running juvenile by sprinting a distance of 75 yards or more.

C. Task: Run to the scene of a disturbance or emergency.
(3)

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to walk briskly or jog 150 feet to the scene of an emergency or disturbance, maneuvering around obstacles such as tables and chairs.

D. Task: Physically subdue or restrain a violent juvenile by yourself.
(4)

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, and after physically separating two fighting juveniles with the help of another person, be able on your own to apply appropriate techniques to physically restrain a resisting juvenile for at least 30 seconds, and remove the resisting juvenile from the scene.

E. Task: Physically subdue or restrain a violent juvenile with the help of
(5) another person.

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to apply appropriate techniques to help another JC to physically restrain a resisting juvenile for at least 30 seconds, and remove the resisting juvenile from the scene.

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*The numbers in parentheses identify the corresponding preliminary standards (from Table 7 and the survey in Appendix C).

TABLE 10: Final Standards (continued)

F. (6) Task: Physically separate two fighting juveniles with the help of another person.

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, and then walking briskly or jogging 150 feet in response to a call for help, be able to help another JC separate two fighting juveniles by approaching one of the juveniles from behind, pulling the juvenile away, and applying appropriate techniques to restrain the juvenile for at least 30 seconds.

G. (8) Task: Defend yourself against a juvenile with a weapon.

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to handle an attacking juvenile by verbally de-escalating the situation if possible and, if that is not possible, calling for assistance, retreating, or otherwise acting to minimize injury to self and others.

H. (9) Task: Search areas that are not easily accessible for contraband.

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to repeatedly:

A. Assume position to look under a bed and visually search the area for contraband; and,

B. Step up on a chair and maintain balance while reaching to search high areas.

I. (10) Task: Carry heavy objects by yourself.

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to carry a wall mounted 20 pound fire extinguisher and walk briskly 75 feet or more to the scene of a fire.

J. (11) Task: Lift and support heavy objects.

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to support the weight of a 150-pound hanging juvenile for a period of 30 seconds or more, lifting sufficiently to prevent strangulation.

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TABLE 10 (continued)

K. **Task: Drag heavy objects.**
(12)

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, and walking briskly or jogging 75 feet, be able to use appropriate technique to quickly drag a 150-pound juvenile for a distance of 20 feet or more.

L. **Task: Push hard-to-move objects by hand.**
(13)

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to push a 60-pound piece of furniture 10 feet or more across an uncarpeted floor.

V. EVALUATION OF ALTERNATIVE METHODS OF IMPLEMENTING ENTRY-LEVEL JC PHYSICAL ABILITY STANDARDS

Once we had learned from the job analysis (see Chapter III) that entry-level physical ability standards were warranted by the JC job, and had begun to define the typical minimum performance requirements for the JC core tasks, we identified and worked with an expert panel of exercise physiologists to evaluate alternative approaches for addressing those standards.

COMPOSITION OF THE EXPERT PANEL

The panel consisted of three Ph.D.-level exercise physiologists with extensive applied experience and expertise in designing, conducting, and evaluating physical conditioning and fitness testing programs:

- Dr. Glenn P. Town
- Dr. John (Jack) M. Kelly
- Dr. William D. Gilman

Dr. Town received his Ph.D. in Exercise Physiology from Kent State University in 1981. He currently directs the Exercise Physiology Program at Wheaton College, where he also developed the Wheaton College Wellness Program and teaches a number of classes. He was previously the Director of the Firehouse Fitness Program for the City of St. Paul, Minnesota, and Physical Education Instructor and Lab Assistant at Kent State. Dr. Town has authored two relevant books and several relevant professional articles.

Dr. Kelly received his Ph.D. from Springfield College in 1969. He has been teaching and directing the Human Performance Laboratory in the Department of Health, Physical Education and Recreation at St. Cloud State University since 1969 and has held several offices in professional organizations. He is also the author of numerous relevant professional publications.

Dr. Gilman received his Ph.D. from Kent State University in 1984. He currently directs the physical fitness program for the Department of Fire and Safety Services in St. Paul, Minnesota. Previous to this, Dr. Gilman worked as a laboratory assistant and served as a fitness consultant.

Full vitae for all three experts are provided in Appendix D.

THE BROAD TYPES OF ALTERNATIVE APPROACHES CONSIDERED

The major alternatives we identified and evaluated involved implementing JC entry-level physical ability standards through:

1. Performance testing at the selection stage, and/or

2. Physical conditioning and testing at the basic training stage.

Before proceeding to the review of the evaluation criteria and results, we need to emphasize that both of these major alternative approaches (whether adopted singly or in combination) would need to be preceded by medical screening at the selection stage. Indeed, because of the physical demands of the job itself, medical screening at selection would be important even if neither physical abilities testing or training were implemented.

MEDICAL SCREENING REQUIREMENT

Medical screening is an essential prerequisite to physical performance testing and/or physical conditioning programs because the physical demands of each of such programs (whether taken singly or in combination) create a risk of physical harm to participants and a liability risk to participating agencies.

Assuming the demands of the testing and/or conditioning are geared to the typical statewide minimum performance requirements, our panel of exercise physiologists concluded that the degree of risk will be negligible for the large majority of adults. They noted that the degree of risk will increase, however, for adults who enter the testing and/or conditioning with particular pre-existing physical/medical conditions. The particular nature of the pre-existing conditions which might raise the degree of risk to an unacceptably high level (in the eyes of the candidate and/or the employing agency) must be determined on a case-by-case and activity-by-activity basis. This is the purpose of medical screening.

That is, medical screening is an essential prerequisite to placement in any physical testing or conditioning program (and to placement in the JC job) because it allows for case-by-case identification of candidates who have pre-existing physical/medical conditions which contraindicate participation in particular aspects of the program or job. This, in turn, enables the employing agency to make reasonable accommodation to the needs of such candidates (or exclude the candidate when reasonable accommodation is infeasible) and, hence, to keep all risk of physical harm and associated liability to a minimum. For further description of the benefits of pre-placement medical screening, see Schofield (1984).

Note that diagnosis of conditions contraindicating participation in particular activities does not necessarily provide a sound or legal reason for complete exclusion of a candidate: the employing agency must, if feasible, make reasonable accommodation to enable the candidate's participation.

Care needs to be taken in assuring the job-relatedness and appropriateness of medical screening. Current professional and legal standards suggest that pre-placement medical examinations have typically been too conservative, resulting in rejection of more candidates than warranted by the job requirements (see, for example, Medical Standards News, Spring 1984).

Dunnette and Fleishman (1982) recommend providing examining physicians with a list of the job requirements, to help them to focus on candidates' abilities rather than their disabilities, and, as a result, to help decrease the number of unnecessary rejections. Two years ago, Orange County developed and implemented such a checklist for use by physicians examining pregnant juvenile counselors. It has proven helpful to physicians in making informed decisions; in addition, legal counsel has advised the physicians that it is to their legal advantage to complete the form, as it increases the job-relatedness of the medical screening process.

We recommend that all participating agencies implement such a checklist for use in medical examinations, tailoring the checklist to cover both the JC physical conditioning and/or testing programs (if any) being used in their facilities and the on-the-job physical demands of their particular JC positions. The checklist instructions should make clear that examining physicians are expected to identify and use professionally appropriate diagnostic procedures to evaluate candidates' fitness to engage in each of the listed activities. The checklist should then call for the examining physician to record, for each activity, whether or not any probable contraindicating conditions were revealed by the examination.

The checklist instructions also must make clear that diagnosis of "probable contraindicating conditions" will not, in itself, disqualify a candidate. Rather, it will mean only that the candidate and employing agency must now reach a case-by-case decision as to how to handle the situation. The alternatives to disqualification include:

- pursuing further medical examination to clarify the degree of risk;
- accepting the indicated risk (placing the candidate in the program and/or job with no modification of required activities);
- making a change in the required activities of the program and/or job (accommodating the candidate's specific situation by eliminating or modifying the particular contraindicated activities).

The employing agency retains full responsibility for making the final choice among these options.

Appendix E provides a sample of a medical screening checklist and physician guidelines.

EVALUATION OF SELECTION STANDARDS VERSUS TRAINING STANDARDS

As mentioned previously, the major alternatives evaluated as potential methods for implementing entry-level physical abilities standards for the JC position were: (1) performance testing at the selection stage, and/or (2) physical conditioning and testing at the basic training stage. With the input and assistance of our expert panel of exercise physiologists, and reference to previous research and experience, we evaluated and ultimately chose between those two major alternatives based on three criteria:

A. Effectiveness (validity)
B. Adverse impact
C. Overall utility

Our findings and conclusions with respect to each criterion are summarized below.

A. Effectiveness: Both selection testing and basic training programs are judged to be potentially effective methods of assuring that new JCs meet entry-level physical ability requirements.

For the selection testing alternative, the effectiveness question was expressed and answered as follows:

> Is it reasonable to expect to find or develop performance tests which would have validity as measures of the relevant JC physical abilities?
>
> Previous research clearly indicates that the answer to this question is "yes". [See, for example, the California State Personnel Board's Physical Abilities Test Validation for Corrections Officers (Terra & Bach, 1981), the POST Validation for Patrol Officers (Berner & Kohls, 1982), and review articles such as that by Hogan & Quigley (1984).] Validity data for females and minorities is limited relative to that for white males, but the subgroup data which are available support the generalizability of the white male validity results (e.g., Bernauer & Bonanno, 1975); such generalizability is indicated, also, by the larger literature on the elusiveness of differential validities.

For the alternative of physical conditioning and testing during basic training, the effectiveness question was expressed and answered as follows:

> Is it reasonable to expect that a short-term (e.g., 4 week) physical conditioning program could have a high success rate in assuring that trainees are able to meet or exceed the required physical performance standards?
>
> The consensus judgment of our expert panel of exercise physiologists is that the answer to this question also clearly is "yes" -- for males, females, and all age and ethnic subgroups.

Based on their experience in designing and conducting physical conditioning programs, our panel was unanimous in their judgment that, assuming no medical contraindications, virtually all adults would be able to meet or exceed the defined physical standards by means of a short-term conditioning program. Indeed, they concluded that the levels of physical agility which emerged from the job analyses as minimum requirements are sufficiently low that most young adult males, and large proportions of all other subgroups, would be expected to be able to meet or exceed minimum standards without any special physical conditioning. [This is consistent with the high passing rates found for males in the SPB and POST Physical Abilities Validations, where participants were drawn from populations fairly comparable to the JC population.] An exploratory study by Hernandez (1983), while subject to a number of limitations, supports the effectiveness of short term training for physical abilities.

Overall, then, both selection testing and basic training are judged to offer potentially effective means of assuring that newly hired JCs are able to meet the physical requirements of the job.

B. Adverse Impact: The selection testing alternative emerges as likely to produce substantially greater adverse impact than the basic training approach.

Physical performance tests used in selection have consistently produced substantial adverse impact against women, some minority groups, and older candidates (cf. Hogan & Quigley, 1984). Estimates of the expected magnitude of the adverse impact against female JC candidates can be derived from the results obtained in the SPB and POST Validations (Terra & Bach, 1981; Berner & Kohls, 1982), where populations and types of required job-related abilities are fairly similar to those involved here. They lead us to expect that, at the typical minimum levels required for the statewide JC job, passing rates would reach close to 100% for males but be close to 50% for females.

Conversely, with a basic training approach, our expert panel of exercise physiologists expects that virtually all candidates in all subgroups should be able to meet or exceed the minimum physical standards after short-term physical conditioning. Thus, performance tests administered after such a short-term conditioning program would be expected to show little, if any, adverse impact in passing rates.

Overall, physical conditioning and testing during the training stage appears likely to result in substantially less adverse impact than pre-training physical performance tests. Thus, we conclude, as has Maher (1984, p. 180), that medical examinations plus physical conditioning programs "exist as acceptable alternatives to physical ability tests, with less adverse impact." By the requirements of the Federal Uniform Guidelines (1978), the approach with the less adverse impact must be the preferred one, unless there are business necessity reasons arguing otherwise.

C. Utility: The training approach appears to offer a better overall cost-benefit ratio to participating agencies than does the selection testing approach.

We evaluated the overall ratio of costs to benefits for each of the alternatives as follows:

> Given the expected pass rates, the costs of administering performance tests during the selection stage appear to far outweigh the benefits that would be gained. Virtually all males are expected to pass, meaning that -- for this large subgroup of candidates -- the tests will be virtually meaningless. The primary effect of the tests would be to screen out female candidates. In light of the relative importance of physical abilities versus other job-related worker characteristics (refer back to Table 3), and the short-term modifiability of the physical abilities, this means that high proportions of females will be screened out based on an attribute that is not only highly modifiable over the short term but also, while important, is substantially less critical than other characteristics. The costs in terms of loss of high potential candidates, and adverse impact liability, would seem to be unreasonably high.

Physical conditioning and testing during basic training is expected to have the same payoff as selection testing in terms of assuring that newly hired JCs are able to meet the physical requirements of the job. It will also increase substantially the proportions of female candidates who are able to be accepted onto the job. Further, the physical conditioning program during training is expected to improve all participants' physical fitness and to provide all participants with a program that they can continue to pursue on their own to maintain (or even further increase) their physical fitness once they are, in fact, placed in the JC job. To the extent that participants do continue the physical conditioning program on an ongoing basis, there may be long term pay-offs in terms of reduced susceptibility to injury and, hence, reduced disability retirement and worker's compensation claims (Price et al., 1977; Dollar, 1983).

More time is required, and hence administrative cost is higher, for physical conditioning and testing during training than for testing at selection. In terms of both short- and long-term benefits, however, we believe the training approach will have substantially higher utility for agencies than will the selection test approach.

CONCLUSION

Relative to performance testing at selection, physical conditioning and testing during basic training (preceded by a medical examination at selection) is expected to:

- be equally effective in ensuring that newly hired JCs can meet the physical requirements of the job;
- result in substantially less adverse impact; and,
- yield higher overall utility.

The Federal Uniform Guidelines (1978) state that, in cases of equally valid alternatives, the option with the lesser adverse impact should be chosen. Sound management dictates that alternatives be selected in terms of their overall utility for the user. On both accounts, we recommend that physical ability standards be addressed by coupling medical screening with physical conditioning and testing during basic training, rather than with performance tests at selection.

VI. RECOMMENDED PHYSICAL CONDITIONING AND TESTING PROGRAM

After the expert panel of exercise physiologists had reviewed the JC physical performance standards and related job analysis information, and had determined with us that physical conditioning and testing during basic training (preceded by a medical examination at selection) represented the best overall approach for implementing entry level physical abilities standards, the panel developed and provided a concrete design for such a conditioning and testing program.

We critically reviewed the proposed design against the verification survey results, the research literature on physical fitness training and testing (see reference list for major examples), and programs used for similar purposes by other agencies (e.g., the Basic Academy Physical Conditioning Program designed by the California Commission on Peace Officer Standards and Training.) This critical review established for us that the overall program design was an effective one and also enabled us to define the program even further. We in turn then recommended the program for implementation by the Board of Corrections, as one module of the Juvenile Counselor Core Training Course, and have developed the necessary instructor's materials to facilitate such implementation.

The Physical Conditioning Guide for instructors, a copy of which is given in Appendix F, provides a detailed description of the recommended program. Here, in this chapter of the report, the focus is on documenting the program's rationale and job-relatedness for the JC position.

OVERALL PROGRAM GOALS

The physical conditioning program is designed to serve three major goals:

1. Fitness Assessment: Enable instructors to determine whether trainees have the physical fitness capacities necessary to meet typical minimum performance standards for physically demanding job tasks.

2. Fitness Improvement: Enable trainees to improve their job-related physical fitness capacities, not only to meet typical minimum standards, but also to maximize their individual abilities to handle the physical demands of the job.

3. Program Carry-over: Teach trainees a personal physical fitness routine which they can, if they choose, pursue on their own (after placement in the JC position) to continue to maintain and improve their job-related physical fitness.

The physical conditioning module is not designed to teach any specific techniques for performance of the physically demanding job tasks (e.g., techniques of self-defense, physical restraint, first aid); such techniques are addressed in other units and modules of the core training course. Rather, the physical conditioning module is designed to address the basic physical fitness capacities (such as agility, strength, and endurance) which are called upon in performing the physically demanding job tasks.

APPROACH FOLLOWED IN DESIGNING THE PROGRAM

The program was designed through an approach which can best be described in terms of three major steps:

1) identification of the job-related fitness capacities to be addressed (assessed and enhanced) through the program;

2) selection/development of an effective combination of exercises to address those fitness capacities; and,

3) establishment of "benchmark minimum" performance levels on selected exercises that could validly be used for the objective of determining whether trainees have the physical fitness necessary to meet typical minimum performance standards on physically demanding job tasks.

The job-related fitness capacities were first identified for us by our expert panel of exercise physiologists, based upon our job analysis information on the nature and importance of JC physical performance requirements (as summarized previously in Chapter III of this report) and their professional expertise and experience with respect to linkages between fitness capacities and physically demanding activities of the type required by this JC job. We then reviewed those fitness capacities for consistency with the broader literature on job-related physical abilities, focusing especially on previous research results with respect to the physical requirements of criminal justice types of positions.

The particular capacities defined as job related by our expert panel proved to be well established ones within the broader literature on job-related physical abilities; and to be consistent with capacities which have been identified as important in previous research on positions in the area of criminal justice.

The selection/development of an effective combination of exercises for addressing those physical capacities also was first done by our expert panel of exercise physiologists and then critically reviewed for consistency with the broader literature before being finalized. The criteria used in designing and evaluating possible combinations of exercises included:

- validity for addressing (assessing and improving) the full range of job-related fitness capacities,

- administrative feasibility given expected training conditions and resources across participating agencies (e.g., ability to be conducted with minimum specialized equipment and to be effective within groups of trainees varying widely in their initial levels of physical fitness), and

- effectiveness in defining a personal physical fitness routine which trainees could continue to pursue on their own (after placement in the JC job) to continue to maintain and improve their job-related physical abilities.

Consideration was given both to standard exercises (e.g., side bends, push-ups, sprints) and to work sample types of exercises (e.g., fire extinguisher carries, dummy drags).

For serving the criterion of developing physical abilities, neither work sample exercises nor standard exercises have any systematic advantage. However, for serving the assessment objective of the program, work sample type exercises were considered preferable to standard exercises: they have higher credibility as assessment devices and allow more direct inferences to be made from exercise performance to job performance. (Similarly, in terms of the types of validity evidence available to support them, work sample exercises can be supported through very concrete and direct content validity evidence while standard exercises require more abstract construct validity evidence supporting their linkage through physical capacity constructs to job requirements.) Conversely, for serving the criteria of administrative feasibility and carry-over into personal fitness routines, standard exercises were considered preferable to work samples. Standard exercises tend to be ones that individuals can perform on their own with a minimum of specialized equipment.

The final combination of exercises recommended for inclusion in the program comprises both standard and work sample types of exercises, at a ratio of about five or six standard exercises to each work sample exercise. The exercises are described, along with the fitness capacities which they address, in the next part of this report.

Once the final combination of recommended exercises had been defined, "benchmark minimum" performance levels were established for selected exercises to serve the program objective of enabling instructors to determine whether trainees have the necessary fitness capacities to meet typical minimum performance standards on physically demanding job tasks. These "benchmark minimums" represent direct translations of typical minimum performance standards which we previously verified as having statewide applicability for participating agencies in the STC program (as described previously in Chapter IV of this report). Details on the "benchmark minimums" and their linkage to the minimum performance standards are given following the descriptions of the exercises and fitness capacities below.

GENERAL PROGRAM SCHEDULE

In total, 12 one-hour sessions are allocated to the physical conditioning module. Those sessions are scheduled across the full four weeks of the Juvenile Counselor Core Training Course, occurring during the last hour of each Monday, Wednesday, and Friday. The spacing of the physical conditioning sessions affords optimum opportunity for gains in fitness. The timing of the sessions, in the last hour of the day, parallels the "worst case scenario" of physically demanding tasks which occur at the end of a shift. By training under this "worst case" condition, we maximize the assurance that trainees will develop their fitness capability to handle physically demanding tasks regardless of when in a shift those tasks might occur.

The same basic sequence of exercises is performed within each of the 12 sessions. Over the 12 sessions, however, expected performance levels increase on most of the exercises (e.g., increases are expected in number of repetitions performed, speed of performance, distance achieved, and so forth, as appropriate to the particular exercise). See the Physical Conditioning Guide (Appendix F) for details.

JOB-RELATED FITNESS CAPACITIES ADDRESSED BY THE PROGRAM

The physical fitness capacities determined to be important to performance of the juvenile counselor position, and hence, as needing to be addressed (assessed and enhanced) by the physical conditioning program, are:

- cardiovascular endurance/stamina
- muscular strength
- muscle endurance
- power/explosive strength
- flexibility
- agility/coordination/balance

See Table 11 for definitions of each of these capacities, and Table 12 for identification of the physically demanding job tasks to which each capacity is particularly relevant.

These performance capacities represent major physical abilities factors commonly identified as important ones in research on physical performance requirements (cf. Fleishman, 1964; Hogan, 1984). Similarly, the capacities, and their task linkages, show a high degree of overlap with the capacities and task linkages identified in analyses of other closely related positions (e.g., Berkley, 1983; Berner & Kohls, 1982; Krueger, Berner & Bernauer, 1985; Terra & Bach, 1981).

LINKAGES OF FITNESS CAPACITIES TO TASKS

The fitness capacities that are called upon in the performance of any particular task are influenced by the manner in which the task is performed (e.g., the duration, speed, and intensity of task performance, plus the extent to which performance of this task tends to follow, in close succession, the performance of other physically demanding activities).

In Table 12, the triple Xs identify fitness capacities which almost always will be called upon in performing the given physically demanding task in conformance with typical statewide minimum performance standards. The Xs in parentheses identify linkages which are more contingent upon the manner in which the task is performed, but are still likely to be commonly enough involved that improvement in those capacities could be expected to improve effectiveness in task performance (and, conversely, limitations in those capacities could be expected to hamper task performance). The absence of a designated linkage does not imply that a given capacity is never relevant to a

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Table 11

Definitions of Job-Related Physical Fitness Capacities

CARDIOVASCULAR ENDURANCE/STAMINA:

- ability to perform prolonged bouts of aerobic work without experiencing fatigue or exhaustion
- distinguished by: total body involvement (vs. localized function), cardiovascular (vs. skeletal) functioning, and relatively long-term work (more than three minutes at a stretch).

MUSCULAR STRENGTH:

- ability to exert maximum muscular force for a brief period of time
- includes arm, back, abdominal, shoulder, and leg strength
- does not include resistance to fatigue

MUSCLE ENDURANCE:

- ability to exert muscular force repeatedly or continuously over time
- emphasis on resistance of the muscles to fatigue
- involved in propelling, supporting, or moving the body repeatedly, or supporting it for prolonged periods

POWER/EXPLOSIVE ENERGY:

- ability to expend a maximum of energy in one or a series of thrusts
- important where short bursts of physical effort are required either to propel one's own body weight or external objects

FLEXIBILITY:

- ability to extend trunk, arms, or legs through a range of motion
- involved in tasks that require suppleness, such as reaching and stretching

AGILITY/COORDINATION/BALANCE:

- ability to coordinate the simultaneous actions of different parts or limbs of the body when the body is in motion, and to maintain balance when external forces act against stability.
- involved in most motions, but to a greater degree in complex and/or rapid movement sequences

MEDICAL APPENDIX
TABLE I

CORRESPONDENCE MATRIX FOR JC FITNESS CAPACITIES, TASKS, AND EXERCISES

	Cardiovascular Endurance	Muscular Strength	Muscular Endurance	Power/Explosive Strength	Flexibility	Agility/ Coordination Balance
Tasks/Standards						
Walk/stand	XXX		XXX			
Pursue		XXX			XXX	
Run (walk/jog) to emergency					XXX	XXX
Restrain alone		XXX		(X)	XXX	
Restrain with assistance		XXX		(X)	XXX	
Separate with assistance		XXX		(X)	XXX	
Defend self				(X)		XXX
Search	(X)		(X)	XXX		XXX
Carry alone		XXX				XXX
Lift and support		XXX	XXX			
Drag		XXX			XXX	
Push		XXX			XXX	
Exercises						
Arm circle				XXX		
Side Bends				XXX		
Windmills				XXX		XXX
Trunk Twists				XXX		
Calf stretches				XXX		
Quad stretches				XXX		
Knee hugs				XXX		
Stride stretches				XXX		XXX
Stomach flutter kicks			XXX	XXX		
Knee to forehead			XXX	XXX		
Push-ups		XXX	XXX			
Sit-ups		XXX	XXX			
Side leg raises			XXX			
Vertical jumps					XXX	
Leg presses or mod.wall sits		XXX	XXX			
Wrist curls		XXX				
Arm curls		XXX				
Jump & duck						XXX
*Dummy lift		XXX	XXX			
*Extinguisher carries		XXX			XXX	XXX
*75-yard sprints		XXX			XXX	
Dummy drag		XXX			XXX	
Long-distance walk/jog	XXX		XXX			

*indicates exercises which include a benchmark minimum
XXX consistent linkage
(X) linkage depends on how activity is performed

given task, but rather that the capacity is not likely to be commonly involved in the performance of that task. For example, for the tasks involving restraining juveniles, Table 12 indicates that muscular strength is almost always involved and flexibility is commonly involved; there still may well be particular restraint incidents which call for any or all of the remaining fitness capacities (endurance, power and/or agility), but this is not expected to commonly be the case.

Overall, a conservative approach was adopted in linking fitness capacities to tasks. Even so, many multiple connections are evident in Table 12. All tasks are identified as commonly related to at least two fitness capacities and all fitness capacities are identified as commonly relevant to at least two tasks.

EXERCISES COMPRISED BY THE PROGRAM

Each one hour session in the physical conditioning module comprises a series of 23 exercises, plus a five-minute cool-down period. The exercise schedule is:

A. Ten minutes as a full group doing: arm circles, side bends, windmills, trunk twists, calf stretches, quad stretches, knee hugs, stride stretches, stomach flutter kicks, knee to foreheads, .push-ups, sit-ups, side leg raises, and vertical jumps.
B. Twelve minutes rotating through stations for: leg presses (or modified wall sits), wrist curls, arm curls, jump and ducks, dummy lifts, and dummy drags.
C. Twelve minutes rotating through stations for: weighted agility runs and 75-yard sprints.
D. Fifteen to twenty-one minutes of long distance walking/jogging.
E. Five minutes of cool-down.

For details on the exercises, refer to the Physical Conditioning Guide in Appendix F.

LINKAGE OF EXERCISES TO FITNESS CAPACITIES

Each exercise serves to address one or more of the major job-related fitness capacities. The exercises are listed, and their relationships to the fitness capacities identified, in the lower half of Table 12. Thus, by reviewing Table 12, the reader can see both the tasks and the exercises linked to each of the job-related fitness capacities.

With one exception (the "jump and duck" exercise), all of the exercises are ones which either are traditionally associated with their designated fitness capacities in the broader literature on physical abilities testing and conditioning, or are close parallels to work sample types of tests which have been used in measuring these types of capacities in testing and training programs for related types of positions. (The best references are the ones cited previously, plus Hogan & Quigley, 1984.)

Thus, a broad base of validity support attests to the usefulness of this sequence of exercises for addressing (assessing and enhancing) the important physical fitness capacities for the juvenile counselor positions.

For the "jump and duck" exercise, we were able to find no close parallel, and hence no direct validity support, in the broader literature. Nevertheless, this exercise was strongly recommended by our expert panel of exercise physiologists as valuable for building the agility, coordination, and balance which is typically called for in application of self defense techniques of the type addressed elsewhere in the Juvenile Counselor Core Training Course. Given the strength of the panel's recommendation of this exercise, and the extent to which their other recommendations proved to be supported by the broader literature, the "jump and duck" exercise has been retained as a part of the program and is expected to prove an effective component.

PROGRAM PERFORMANCE OBJECTIVES AND TESTS

Eight performance objectives are specified for the physical conditioning module. All eight define exercises to be performed as part of each one hour conditioning session; and all eight serve the overall program goals of fitness improvement (enabling trainees to improve their job related physical fitness capacities) and carry-over (teaching a personal fitness routine which trainees can, if they choose, continue independently on an ongoing basis).

Additionally, four of the eight performance objectives serve the program's assessment goal (enabling instructors to determine whether trainees have the physical fitness capacities necessary to meet typical minimum performance standards). The exercises associated with these four performance objectives are ones with close parallels to particular physically demanding job tasks which have typical minimum performance standards with verified statewide applicability. These minimum task performance standards are translated into benchmark minimum performance levels on the exercises, enabling the exercises to be used as highly content valid and credible tests of trainees' ability to meet or exceed typical minimum fitness requirements for the job. The exercises with benchmark minimums are designated in Table 12.

Table 13 lists the eight specific performance objectives defined for the physical conditioning module; outlines the time allowed for performance of the exercises associated with each objective; and stipulates whether performance relative to that objective is to be tested, and, if so, identifies the benchmark minimum performance level for the exercise and specifies the task performance standard from which that benchmark minimum is derived.

Table 13
Design of the Physical Conditioning Sessions:
Performance Objectives and Associated Exercises/Tests and Time Allowances

Objective 1: Perform a series of 14 short duration (30-60 second) exercises enhancing flexibility, agility/coordination, and muscular strength, endurance, and power.

- Exercises include: arm circles, side bends, windmills, trunk twists, calf stretches, quad stretches, knee hugs, stride stretches, stomach flutter kicks, knee to forehead, push-ups, sit-ups, side leg raises, and vertical jumps.
- Time allowed: 10 minutes.
- No test.

Objective 2: Perform a series of four short duration (30-60 second) exercises enhancing whole-body agility/coordination plus grip, arm and leg strength. Rest briefly (30-60 seconds) between exercises.

- Exercises include: jump and duck, wrist curls, arm curls, and leg presses or modified wall sits.
- Time allowed: 8 minutes.
- No test.

Objective 3: Demonstrate/enhance ability to support the weight of a hanging 150 lb. bag and lift and hold it high enough to take all stress off the rope or chain from which it is suspended.

- Exercise: Dummy Lifts. Lift and fully support a weighted bag hung from above by a rope or chain.
- Time allowed: 2 minutes.
- Test. Benchmark minimums: Support the weight of a 150 pound hanging bag for at least 30 seconds, lifting sufficiently to create and maintain slack in the chain/rope from which the bag is suspended.

  Associated task/standard from Table 10: K (lift and support heavy objects).

Objective 4: Demonstrate/enhance ability to quickly drag a 150-pound bag or dummy by the handle or strap for a distance of 20 feet or more over a carpeted or flat mowed grass surface.

- Exercise: Dummy drags. In 30 seconds, drag a 150-pound dummy/duffle bag as far as possible, rest briefly (30-60 seconds), repeat.
- Time allowed: 2 minutes
- Test. Benchmark minimum: In 30 seconds, drag the 150-pound bag or dummy at least 20 feet. (This corresponds to dragging the bag/dummy at a pace corresponding to a very slow walk).

  Associated task/standard from Table 10: L (drag heavy objects).

Table 13 (Continued)

Objective 5: Demonstrate/enhance ability to: (a) walk briskly or jog 150 feet while maneuvering around obstacles and, (b) lift a 20 lb. fire extinguisher and carry it 75 feet or more while walking briskly.

- Exercise: Weighted Agility Runs. Walk briskly or jog through a 75 foot barrier course, pick up a 20 pound fire extinguisher or weighted tube bag and carry it back through the course, walking briskly. Repeat. Rest briefly (30-60 seconds) between repetitions if benchmark minimums not met.
- Time allowed: 6 minutes.
- Test. Benchmark minimum: Complete the full 150 foot course within 30 seconds, carrying the 20 pound fire extinguisher/weighted bag for 75 feet of that distance without dropping it.

Associated task/standard from Table 10: C (run to the scene of an emergency) and J (lift and carry heavy objects).

Objective 6: Demonstrate/enhance speed in sprinting a distance of 75 yards on a straight track.

- Exercise: 75-yard sprints. From a standing start, run 75 yards as quickly as possible over a straight track. Repeat, resting briefly (30-60 seconds) between repetitions, as often as time allows.
- Time allowed: 6 minutes.
- Test. Benchmark minimum: Complete the 75 yard sprint within 30 seconds (i.e., at a pace on the borderline between a fast jog and a slow run).

Associated task/standard from Table 10: B (pursue juveniles on foot, running).

Objective 7: Enhance cardiovascular endurance by walking briskly, jogging or running around an oval track for a continuous period of at least 15 minutes.

- Exercise: Long distance walk/jog.
- Time allowed: 15-21 minutes.
- No test.

Objective 8: Cool down; slow the heart rate down and stretch out the primary muscle groups.

- Exercises: Walk at a comfortable pace for three minutes and then perform two minutes of stretching exercises (calf stretch, quad stretch, trunk twists, and windmills).
- Time allowed: 5 minutes
- No test.

LINKAGE OF FITNESS CAPACITIES TO PERFORMANCE OBJECTIVES AND TESTS

With the exception of flexibility, each of the job-related fitness capacities is addressed by exercises associated with both tested and untested performance objectives.

Flexibility is extensively addressed by the conditioning program (linked to a total of ten different exercises), but is not directly addressed by any of the tested performance objectives. In part, this is because flexibility is an especially difficult capacity to measure through anything but an extensive series of muscle-specific tests or exercises (cf. Hogan, 1984). Also the one task to which flexibility is almost always relevant (searching) is not one which proves amenable to the construction of a valid, credible, and administratively feasible work sample exercise. Our expert panel of exercise physiologists was unable to design a searching simulation which they could judge to be sufficiently valuable to justify the time required; nor, in our broader search of the literature, were we able to find any simulations of searching tasks used as a part of any other physical ability testing or training programs.

Given the difficulty of testing flexibility through simulation of a searching task, one is left with testing it through simulations of the other four types of tasks to which it is commonly important: self-defense and restraint tasks (see Table 12). However, such simulations are included already in other modules of the basic training course (modules within unit 7.0: Assaultive Behavior and Restraint Techniques). Thus, although flexibility is not addressed through tested performance objectives in the physical conditioning module, it is addressed through tested performance objectives in other modules of the program.

FINAL COMMENTS ON TESTED PERFORMANCE OBJECTIVES: VALIDITY AND COMPREHENSIVENESS

Validity

Each of the tested performance objectives in the physical conditioning module has strong content validity support for use in assessment of the job-related physical fitness of juvenile counselor trainees. Each is measured through an exercise in which both the nature and the minimum level of performance required are direct parallels of tasks which must be performed, and typical minimum standards which must be met, on the job.

In some cases, translation of task performance standards to exercise benchmark minimums entailed associating terms such as "walking briskly", "jogging", and "sprinting" with concrete speeds. Those translations are based on the following associations, defined by our expert panel of exercise physiologists based on general population norms:

- o walking briskly - 1 mile in approximately 15 minutes
- o jogging - 1 mile in 10-15 minutes
- o sprinting/running - 1 mile in less than 10 minutes

Where these translations would have resulted in benchmark minimums with unusual distances or time limits, numbers were rounded, in the easier direction, to an even multiple of five (e.g., from 17 seconds to 20 seconds) in defining the final benchmark minimums.

Comparison of these benchmark minimums to norms and standards from other physical conditioning and testing programs (e.g., Berner & Kohls, 1982; Krueger, Berner & Bernauer, 1985; Terra & Bach, 1981) confirms that the performance levels required truly are minimal ones. This is appropriate, indeed essential, for consistency with the assertion that these benchmark minimums are accurate translations of the typical minimum performance requirements (lowest common denominators) across participating agencies in the STC program.

In line with the second major goal of the physical conditioning program, that of enabling trainees to improve their job related physical fitness capacities, instructors are expected to encourage trainees to perform as well as they can on all exercises and to strive to continually improve their performance levels over the duration of the program. That the <u>minimum</u> acceptable performance levels are relatively low ones in no way implies that the <u>desirable</u> performance levels are equally low. Trainees will be encouraged to exceed the minimum requirements in the conditioning program, just as they will be encouraged on the job to do more than simply meet minimum requirements.

<u>Comprehensiveness</u>

Given that each of the tested performance objectives, taken individually, has well documented validity for assessment of trainees' capacities to meet particular physical performance requirements of the job, questions can still be raised about the extent to which the full set of tested performance objectives is comprehensive in its coverage of the physical requirements of the job. This is the final question to be addressed here before moving on to Chapter VII: "Conclusions and Recommendations Regarding the Physical Conditioning Module."

The primary comprehensiveness question is whether all of the job related physical fitness capacities are addressed by tested performance objectives. As discussed previously (in the "Linkage of Capacities to Performance Objectives and Tests" part of this chapter), when the tested performance objectives of this physical conditioning module are combined with those from the self-defense and restraint techniques modules, comprehensive coverage of all six of the job-related physical fitness capacities is achieved. Thus, the primary criteria for comprehensiveness is met.

A secondary question with respect to comprehensiveness is the extent to which the simulations entailed in the tested performance objectives tap all of the major physically demanding job tasks for which physical performance standards have been established. There are 12 physically demanding core tasks for which job performance standards have been established here (see Table 10). Of those 12 tasks, the five dealing with running, lifting, carrying, and dragging are directly simulated by tests in this physical conditioning module, and the four tasks dealing with self-defense and restraint of juveniles are simulated to at least some extent by tests in the self-defense and restraint module. This leaves only three tasks which are not simulated through tested performance objectives: walking or standing for long periods of time, searching areas that are not easily accessible, and pushing heavy objects. Overall then, the secondary criteria of comprehensive simulation of critical job tasks also can be seen to be met to a high degree.

VII. CONCLUSIONS AND RECOMMENDATIONS REGARDING THE PHYSICAL CONDITIONING MODULE

CONCLUSIONS

The physical conditioning module designed for inclusion in the Juvenile Counselor Core Training Course:

- Provides a highly job-related means of both assessing and improving the physical fitness of juvenile counselor trainees.
- Defines, for selected exercises representing close simulations of a range of physically demanding JC job tasks, benchmark minimum performance levels that correspond to typical state-wide minimum requirements for juvenile counselor performance on the tasks simulated by the exercises.
- Provides, through those benchmark minimums, a post-selection standard which agencies may require trainees to meet as a prerequisite condition to placement in the juvenile counselor position (i.e., use as post-selection but pre-placement "tests" that trainees must pass).

Use of the exercise benchmark minimums as a pre-placement screening device:

- Can be strongly defended on the grounds of content validity as long as the hiring agency's minimum on-the-job performance requirements on the relevant tasks are at least as high as the minimum requirements typical of agencies participating in the STC program (i.e., meet or exceed the typical minimum standards reported in Table 10 of this report).
- Will have validity and effectiveness for assessing job-related physical fitness which is at least equal to, and probably substantially better than, the validity of any pre-employment, pre-training physical abilities tests.
- Will produce substantially less adverse impact against protected groups than would any physical abilities tests used on a pre-training basis.
- Will be in conformance with all relevant state and federal law with respect to equal employment opportunity for the physically handicapped, women, and other protected groups, as long as the use of the benchmark minimums is done in conformance with the recommendations provided below.

The Federal Uniform Guidelines require that, in choosing between alternative employment procedures of comparable validity, an employer adopt the one with the least adverse impact against protected groups unless there are compelling business necessity reasons for doing otherwise. For employment of juvenile

counselors by local agencies, we are unaware of any compelling business necessity reasons that would be sufficient to justify a state-wide standard calling for pre-employment physical abilities testing as an alternative to the training and testing approach presented here. For any individual local agency, however, such compelling business necessity reasons may exist. Thus, our conclusion that pre-employment physical abilities testing is inappropriate as a state-wide standard issued by the Board of Corrections does not, and is not intended to, exclude the possibility that such pre-employment physical abilities testing may be appropriate for individual local agencies. Similarly, this conclusion cannot be assumed to generalize to other employers of juvenile counselors where the nature and level of the physical abilities required on the job may be quite different than the typical minimums that apply across the many local agencies for which the Board of Corrections is responsible for setting standards.

RECOMMENDATIONS

For the purpose of assuring that new juvenile counselors have the physical abilities necessary to meet the physical demands of the job, we strongly recommend the inclusion of this physical conditioning module in the Juvenile Counselor Core Training Course. We also strongly recommend the use of the module as a basis for teaching trainees a personal fitness routine which they can subsequently pursue on their own (after placement in the juvenile counselor position), to continue to maintain and improve their job-related physical fitness. Finally, as an alternative to pre-employment physical abilities testing, we strongly recommend the use of this module for the purpose of determining whether prospective juvenile counselors have the physical fitness capacities necessary to meet job requirements.

If the physical conditioning module is adopted, we strongly recommend that it be coupled with a medical screening prerequisite, as described in Chapter V of this report. (See also the sample medical screening form and physician guidelines in Appendix E.)

Before a local agency adopts the benchmark minimum exercises as a prerequisite to placement in the juvenile counselor position, it should document that the typical minimum performance standards on which those benchmark minimums are based (See Table 10) are no higher than its own minimum requirements. If the local requirements are lower than the typical state-wide minimums, the exercise benchmark minimums should be reduced accordingly before being used as a prerequisite to placement. Further, trainees who do not meet all of the benchmark minimums are <u>not</u> to be automatically disqualified from placement in the juvenile counselor position. This situation must be handled on a case-by-case basis. In deciding how to handle each such situation, the following questions need to be addressed:

- Is additional practice likely to bring the trainee's performance up to the benchmark minimums? If so, and if additional practice time is administratively feasible, the trainee should be given that opportunity.

- Can the facility make reasonable accommodation for a juvenile counselor who may be unable to meet minimum performance standards on the particular tasks associated with the benchmarks in question? In comparison to other core tasks of the juvenile counselor position, physically demanding tasks tend to have low relative frequency and importance. Thus, it may well be feasible (and worthwhile) for the facility to make reasonable accommodation for a trainee who has weaknesses in specific physical abilities, but is otherwise expected to be a satisfactory performer. If reasonable accommodation is feasible, an employer is legally required to provide it.

Only if both of these options fail to provide a solution to the problem should a trainee be disqualified ("fail") on the basis of poor performance on one or more of the benchmark minimum exercises.

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APPENDIX A

JUVENILE COUNSELOR PHYSICAL ABILITIES
EVIDENCE FROM CRITICAL INCIDENTS

Part 1: Critical Incidents Involving Physical Abilities

Part 2: Performance Dimensions Definitions and Effectiveness Scale for Rating JC Critical Incidents

Part 3: JC Performance Rating Scales Developed from Critical Incidents for Use of Force/Restraints and Handling Emergencies/Crises

APPENDIX A
Part 1

JUVENILE COUNSELOR
PHYSICAL ABILITIES CRITICAL INCIDENTS

Dimension	Effectiveness		
E	4.2	20.	When this JC noticed two boys fighting, he separated them and reported the incident to Control.
E	5.7	28.	When a fight erupted between two children in the recreation area, this staff restrained the violent child, removed him from the group, and stayed with him in an isolated area until he calmed.
F	1.8	* 30.	When a minor was slow to respond and was verbally abusive after being told to leave the area, this JC grabbed the minor as he was moving toward the exit and a physical confrontation developed.
E	6.3	31.	While conducting a routine check of the wards assigned to individual rooms in the receiving area, this JC discovered a ward who was trying to strangle himself with a shoestring attached to his bed springs. He placed his finger between the shoestring and the neck to alleviate pressure while calling for assistance.
E	2.0	* 32.	A fight broke out in a recreation hall with three staff members and 50-60 wards present. The three JC's did not communicate the problem to other staff or supervisors in other areas; instead, all three got involved in attempting to restrain the fighters, leaving 50-60 other wards free to start two more fights. The entire group became argumentative, aggressive, and had to be locked down to regain control.

*These critical incidents were noted to involve abilities coupled with poor judgment. The physical actions were probably unnecessary and/or not an actual part of the job.

F	1.6	* 35.	During an intake interview, a minor made derogatory racial remarks toward this JC and spat at him. The JC grabbed the minor, pushed him to the floor, and said, "You take those words and eat them!"
E	6.0	42.	A ward had a seizure and went into a coma one night. This staff member phoned for help and then administered CPR.
E	5.5	50.	When two minors started fighting in the weightlifting area of the rec room, this counselor, who was at the other end of the room, yelled to his co-worker while running to the area. Together, they were able to regain control.
E	4.9	51.	When a fight erupted on the baseball field, this staff immediately restrained the boy with the baseball bat. He then removed the boy to a secure area without hurting him, although he himself sustained injuries.
E	7.6	52.	When a ward was found to have committed suicide, this counselor called for help and immediately began CPR and continued until paramedics arrived.
H	2.11	* 65.	When a ward was misbehaving, this JC attempted to correct him in front of peers. When the ward argued, he then grabbed him by the arm. (He should have isolated him, given him an alternative, notified the supervisor, and requested assistance.)
E	7.6	99.	A fire broke out in the girls' bathroom. This staff member immediately grabbed a fire extinguisher, put out the fire, and alerted other staff. He then investigated the origin by talking to residents and wrote an incident report.

*These critical incidents were noted to involve abilities coupled with poor judgment. The physical actions were probably unnecessary and/or not an actual part of the job.

H	1.3	*101.	When preparing for showers, one of the minors refused to undress. This JC entered the minor's room without notifying his co-worker, forced the minor to the floor, physically tore off the minor's underclothing, and pulled him into the showers.
F	1.3	*102.	A security resident told this JC to "fuck your mama". This JC pushed the resident, provoking him to swing punches. The JC then returned punches and shouted obscenities, making it necessary for other staff to intervene.
E	7.0	103.	This staff member noticed a snake in the unit. He kept the residents away, isolated the snake, and called the supervisor. He and the supervisor then covered it with a towel, held it fast with a broom, and forced it into a container. It was then removed from the unit.
F	1.4	*104.	When a staff member reprimanded a ward and the ward became hostile and refused to obey the staff, this JC threw the ward to the floor, slammed his head down, and handcuffed him.
E	6.3	*137.	During a supervised basketball game, a fight developed between white and black wards. One JC went and called for assistance while the other JC, a Hispanic with good rapport with both sides of the fight, separated the main instigators of the fight.
E	6.7	139.	When an excited, threatening minor refused to leave the group to talk privately, this staff member had co-workers secure the other minors in their individual rooms, and notified the supervisor. He then subdued the minor with the aid of another staff member, secured him in his room, and then supervised him until he was calm.

*These critical incidents were noted to involve abilities coupled with poor judgment. The physical actions were probably unnecessary and/or not an actual part of the job.

F	1.5	*147.	This JC broke up a fight and one of the participants wanted to fight him. He accepted the challenge and "squared off" to fight, but another staff member intervened.
E	3.0	150.	When a fight broke out between two wards, the JC intervened without activating an emergency alarm first. In this incident, he was able to control the situation.
E	4.6	*153.	When this JC observed two minors involved in verbal confrontation, she ran to the situation, stepped between the two who were now exchanging blows, and diffused the situation before any serious injuries were incurred.
E F	3.8	188.	When a hostile ward refused to be handcuffed, the JC wrestled him to the ground, applied an arm lock, then placed handcuffs on him.
E	2.7	*206.	When a racial gang fight erupted in the unit, this JC separated the two groups and put one of the leaders in isolation.
E	5.2	211.	This JC broke up a fight and one of the participants wanted to fight him. This JC had another staff member take away the calmed fighter and proceeded to counsel the unruly antagonist until calm was restored.
F	1.6	*212.	This JC was verbally threatened by a minor who had just entered juvenile hall. The JC forced the minor to the floor and handcuffed him.
C	5.8	224.	A resident got upset at the staff who was counseling him. When this staff heard the upraised voice, he moved directly behind the resident. When the resident stood up and threw a deck of cards at the other staff, this counselor wrapped his arms around him to restrain him. They then escorted the resident to his room.

*These critical incidents were noted to involve abilities coupled with poor judgment. The physical actions were probably unnecessary and/or not an actual part of the job.

E	1.4	*239.	When this JC confronted a minor who was out of bounds, the minor became verbally abusive and adopted a combative stance. Instead of summoning readily available assistance, this JC attempted to physically restrain the minor on his own, causing himself injury.
H	7.2	*245.	When two wards were preparing to fight, this JC separated them, interviewed them separately, then brought them together with the supervisor who then helped them resolve the conflict.
G	1.7	*267.	When a ward who was upset after a court hearing refused to go to his room, or to subject himself to a search, this JC grabbed him by the arm, threw him into his room, and then called for assistance and, with the other JC, handcuffed the ward before searching him.
A	7.7	275.	When this JC was monitoring the holding cells, he found a minor hanging from a light fixture. This JC's continual enforcement of security practices enabled him to save the minor's life.
A	5.7	335.	When this JC observed a ward run behind a school building on the facility grounds, he alerted Movement and Control, pursued the ward, and was able to return him to the proper place.
E	6.4	337.	A resident threatened to use a pencil to cut his wrists or to jab anyone who tried to take it away. This staff member shielded himself with a lightweight mattress, backed the boy against the wall, and a second staff member was then able to take the pencil.

*These critical incidents were noted to involve abilities coupled with poor judgment. The physical actions were probably unnecessary and/or not an actual part of the job.

E	7.0	338.	Two juveniles ran from a play yard toward an adjacent residential area. This staff member communicated to other staff what was happening, gave chase, observed them go into a residence, and kept surveillance until help arrived. Although one ward had a weapon and was very resistant, the minors were taken into custody minutes later.
E	2.1	*343.	When two wards began to fight, both counselors on duty rushed to separate the two without sounding the alarm to alert Control and secure extra help.
E	6.8	353.	This JC noticed a small fire in a room. He called Control and described the emergency. He then put out the fire using the fire extinguisher.
I	1.7	*186.	When two wards engaged in horseplay while moving with a group in a hallway, this counselor physically pulled the two apart without any verbal warning. The situation quickly escalated.

*These critical incidents were noted to involve abilities coupled with poor judgment. The physical actions were probably unnecessary and/or not an actual part of the job.

APPENDIX A
Part 2

JUVENILE COUNSELOR
PERFORMANCE DIMENSIONS

For Rating Performance Examples

A. MAINTAINING SECURITY

Maintaining appropriate close supervision over wards to prevent escapes, self-injuries, accidents, fights, other negative incidents; adhering to appropriate security procedures when escorting wards; safeguarding facility keys and potentially dangerous tools and supplies; verifying the identity of visitors and of wards receiving passes or releases.

B. SEARCHING

Exercising thoroughness and care in conducting required searches and inspections (of wards, visitors, mail, dorms, halls, facility yard area, etc.); initiating special searches when appropriate; taking appropriate action in follow-up to searches/inspections.

C. ALERTNESS TO POTENTIAL PROBLEMS

Being alert to signs of potential danger or disturbance; noticing sounds or subtle changes in wards' behavior or conversation that might indicate some type of trouble (escape plans, contraband possession/use, gang conflict, etc.), and taking appropriate steps to prevent the trouble; recognizing signs of health problems, suicide risk, assaults, etc., and taking appropriate action to protect the well-being of wards; investigating suspicious activities, incidents, and situations.

D. KEEPING/CHECKING RECORDS

Performing all paperwork necessary for the correct and efficient operation of the facility; preparing all appropriate reports; reviewing court documents, case files, reports from other shifts, etc.; interpreting court orders correctly; keeping accurate logs and inventories; keeping up-to-date on paperwork and reports; writing reports that are clear, complete, accurate, and concise.

E. HANDLING EMERGENCIES/CRISES

Remaining calm and taking appropriate actions in emergency or crisis situations such as injuries, suicide attempts, fires, escapes, rioting, physical fights between wards or attacks upon staff, or other serious threats; sounding and responding to alarms with proper procedures; enlisting and providing appropriate assistance; using appropriate first aid, self-defense, or restraint procedures.

F. DEALING WITH HARASSMENT

Responding calmly and appropriately to verbal harassment, arguing, intimidation attempts, resistance, or other uncooperativeness from wards; responding with reasoning and patience, maintaining control, applying appropriate consequences, and taking appropriate disciplinary action (versus responding fearfully or with foul language, threats of violence, or excessive use of force); handling confrontations in ways that reduce, rather than increase, conflict and tension.

G. DEALING WITH EMOTIONALLY DISTRESSED WARDS

Showing sensitivity and consideration in dealing with emotionally distressed, withdrawn, or self-destructive wards; using effective listening and counseling skills to identify and deal with underlying problems; making appropriate treatment and intervention recommendations.

H. DAY-TO-DAY INTERACTIONS WITH WARDS

Clearly and thoroughly communicating rules, policies, expectations, and consequences; enforcing rules and treating wards fairly and consistently; displaying concern for their health and general well-being; respecting their feelings, rights, and privileges; gaining their cooperation and respect; teaching, supporting, and rewarding positive behavior; listening and responding appropriately to their questions, concerns, complaints, and requests; providing appropriate assistance in working out problems.

I. INTERACTING WITH PARENTS

Notifying wards' parents/guardians of all pertinent developments; informing them of facility rules, procedures, and policies; establishing cooperative relations; respecting their feelings, rights, and privileges; providing counseling when appropriate to improve their effectiveness in dealing with the ward; dealing effectively with parents/guardians who are angry, upset, or resistant to security rules and procedures.

J. INTERACTING WITH OTHER STAFF

Getting along with co-workers, supervisors, and other law enforcement and criminal justice personnel; establishing and maintaining cooperative working relations; communicating effectively; keeping other staff completely informed of things they should know; following through on commitments to other staff; assisting, coaching, and supporting other staff as appropriate.

K. COMMITMENT TO THE JOB

Demonstrating commitment to the job and respect for the facility's policies and procedures; carrying out (versus disregarding) instructions from supervisors; putting in more time and effort than required, versus just doing enough to get by on the job; doing things on one's own initiative to improve facility programs or organize special activities for wards, versus not pulling one's fair share of the work load (by, for example, coming in late or refusing to deal with certain wards); demonstrating professionalism in all work-related activities.

Effectiveness Rating Scale

1	2	3	4	5	6	7	8	9
INEFFECTIVE clearly substandard, inadequate unacceptable		PASSABLE barely adequate, considerable room for improvement		GOOD fully adequate, average for JCs		VERY GOOD above average better than expected of most JCs		EXCELLENT superior outstanding performance

Appendix A
Part 3

JUVENILE COUNSELOR PERFORMANCE RATING SCALES
DEVELOPED FROM CRITICAL INCIDENTS FOR
HANDLING EMERGENCIES/CRISES

E. HANDLING EMERGENCIES/CRISES

Remaining calm and taking appropriate actions in emergency or crisis situations such as injuries, suicide attempts, fires, escapes, rioting, physical fights between wards, or attacks upon staff; sounding and responding to alarms with proper procedures; enlisting and providing appropriate assistance; handling crises and confrontations in ways that reduce, rather than increase, conflict and tension; using appropriate first aid, apprehension, self-defense, and restraint procedures.

1 2 Needs Improvement	3 4 5 Fully Adequate	6 7 Excellent
Tends to take ineffective actions in response to crises. For example: - Fails to seek appropriate assistance or notify Control before intervening in major fights or chasing an escapee. - Panics or freezes in emergency situations (leaves the scene to get help instead of calling, gives conflicting instructions, fails to assist other staff, forgets appropriate first-aid procedures). - Gives all attention to the wards directly involved in the crises and loses control of the other wards, causing the crises to escalate.	Stays calm and follows established procedures in handling crises. For example: - Moves swiftly to notify appropriate others and seeks appropriate assistance before trying to deal with an emergency alone. - Follows appropriate restraint, first-aid, or other procedures while waiting for help to arrive. - Coordinates effectively with other staff to maintain control of all wards during crises.	Is effective in handling even major and unusual crises. For example: - Stays calm and takes control in situations where other staff panic. - Controls violent wards with minimum force, acts quickly to de-escalate crises and initiate thorough follow-up. - Is very skillful at applying first aid and using emergency equipment.

APPENDIX B

JUVENILE COUNSELOR PHYSICAL ABILITIES EVIDENCE FROM TELEPHONE INTERVIEWS

Part 1: List of Interviewees by County

Part 2: Examples of Quantifiable Response Tallies from the Telephone Survey

Appendix B
Part 1

JUVENILE COUNSELOR
PHYSICAL ABILITIES TELEPHONE INTERVIEWS
LIST OF RESPONDENTS

County	Interviewee
Contra Costa	Orin Allen Bill Thomas Dave Grossi Greg Osheroff
El Dorado	Norm Miller
Fresno	Mike Blicha
Humboldt	Heather Bracken
Kern	Jerry Osborne Gary Boleschka Jim Webb Betty Stephens
Kings	Lorraine Torres
Los Angeles	Dick Oren V. O. Jones Dick Dirnbaumer Arleigh Ronning
Monterey	Ken Arneecher
Nevada	Chuck Wolk
Orange	Bob Gall Ron Ulicmy Kirk Dayton
Placer	John Bixler
Sacramento	Dan Meyer
San Bernardino	Duane Wooters George Post
San Diego	Mr. Bollberg
San Francisco	Dennis Doyle
San Luis Obispo	Jack McCarthy
San Mateo	Don McCreidie Cyndie Crowe-Urgo

JUVENILE COUNSELORS - Physical Abilities Interviews Continued

Santa Barbara	Larry Durham Merv Aftergut Scott DuPrie
Siskiyou	Brian Cooley
Sonoma	Frank McAtee Pat Bates Connie Melendez Shawn McDermott
Stanislaus	Margo Mulliniks Jack Copland
Ventura	Ron Park Vick Hostetler Joe Hickerson
Yuba	Jim Brewer

Appendix B
Part 2

Examples of Quantifiable Response Tallies
from the Telephone Survey

Walking and Standing for Long Periods of Time

How many hours per day?

2 hours or less	1
2-4 hours	3
4-6 hours	9
6-8 hours	10
7-8 hours	1

Pursue an Inmate on Foot

How far?

don't pursue	4
10 to 25 yards	1
25 to 50 yards	3
50 to 100 yards	7
100 to 250 yards	2
250 to 1/4 mile	1
1/4 to 1/2 mile	4
1/2 mile or more	2

How fast?

time/100 yards	
15 seconds or less	1
15 to 20 seconds	3
20 to 30 seconds	4
more than 30 seconds	2

What obstacles?

volleyball net	2
holes	3
bushes	1
basketball hoop	2
rocks	4
creek beds	1

Run to Emergency

How far?

less than 25 feet	1
25-50 feet	6
50-150 feet	7
150-250 feet	6
250-500 feet	3
500-1000 feet	2

How fast are you expected to run?

seconds/100 yards

15 seconds or less	4
16-20 seconds	3
20-30 seconds	3
30-60 seconds	2
60-120 seconds	8

What obstacles?

stop to unlock, open and close doors	7
stairs	2
tables and chairs	7
beds	2
slippery floor	1
rocks	1
hill/slope	2
wards	1

Operate Difficult-to-Open Doors Manually

What behavior is needed?

none- all easy to open	6
crank with arms for 10 seconds	2
use full body weight	2
pull with arms	1
snap of the wrist	1
coordination	1

Physically Separating and Restraining/Subduing Inmates*

*interviewees tended to combine these tasks

How long does it take until help arrives?

20 seconds or less	2
20-40 seconds	2
40-60 seconds	1

How long to separate/restrain?

	Alone	With help
less than 20 seconds		6
20 to 40 seconds	1	5
40 to 60 seconds	2	5
1 to 2 minutes	2	5
2 to 3 minutes		1

Searching

What is physically involved?

bend	10
climb ladder, chair, etc.	7
walking	2
down on knees	3
lift up 20 pound mattress	4
squat	1

Carry/Lift/Drag/Push Heavy Objects*

* respondents tended to combine these tasks

How heavy are the objects?

20-30 pounds	9
30-50 pounds	1
50-90 pounds	2

How far do you have to move them?

15 feet or less	3
15-50 feet	2
50-75 feet	3
75 feet or more	2

How long does it take?

15 seconds or less	1
15-30 seconds	1
30-60 seconds	1

What are the circumstances?

Hanging juvenile	4
Nothing	16

How long must you support them alone?

10-15 seconds	1
30-60 seconds	1
1-3 minutes	1
3-5 minutes	1

Defend Self Against Juvenile with Weapon

Weapons	
broom/mop handle	1
sharp pencil	2
chair, furniture	1
lamp	1
athletic equipment	1
pool stick	1

Frequency	
never	2
once a year or more	5
one to two years	1
three to six years	2

Using Body Force to Gain Entrance

rarely/never	4
old/stuck door	3
closing/opening door against juvenile	3

APPENDIX C
EVIDENCE FROM THE JC PHYSICAL PERFORMANCE STANDARDS VERIFICATION SURVEY

Part 1: Sample Verification Survey (with cover letter)

Part 2: Tallies of Responses from JC Verification Survey

April 23, 1985

Dear _____:

Enclosed is a 15-item survey regarding physical performance requirements for juvenile counselors. The information obtained will be used in conjunction with data that has been collected over the last year.

I am requesting that at least one first-line supervisor and one male and one female juvenile counselor complete the survey. They should review the items from the perspective that the physical incident could occur, and with this in mind, the defined standard/requirement meets, exceeds, or is less than that required in their facility. Where the survey asks for a name, they should instead place their sex.

If you have any questions, I can be reached at 916-445-5073. Thanks for your help.

Yours truly,

Charles W. Page, Jr.
Project Manager

CWP:dh

Enclosures

SURVEY TO VERIFY PHYSICAL
PERFORMANCE STANDARDS FOR THE
CORRECTIONS OFFICER (CO) POSITION

Please provide the following identifying information. (Print legibly.)

Your Name (/Sex) _____ Title _____

Facility Name _____ County _____

This survey focuses upon standards that juvenile counselors are required to meet when performing the physically demanding parts of their jobs. It asks you to evaluate the accuracy, for your facility, of 15 physical performance task standards that have emerged as typical in California county juvenile facilities. Completing the survey should take only about 15 minutes.

The standards in this survey were identified through an extensive job analysis involving:

1. job analysis questionnaires completed by hundreds of JC incumbents and supervisors;

2. in-depth training needs analysis meetings with a panel of six job experts, carefully selected to be representative of the range of different juvenile facilities; and,

3. individual telephone interviews with experts in 38 different juvenile facilities, which concentrated exclusively on gathering detailed descriptions of the physical performance standards/requirements for JCs working in their facilities.

The purpose of this survey is to verify the state-wide accuracy of these typical performance standards/requirements. If verified, the typical state-wide standards for the JC physical performance tasks can provide a basis for incorporating valid physical ability standards into the selection and training of new JCs.

Instructions:

Read carefully the typical performance standard/requirement described for each task. Then, for each task, answer the question: Is this standard accurate for your facility? [In other words, if a JC in your facility performed the given task at the level described in the standard, would s/he be meeting your facility's requirements for adequate performance?] Check "Yes" or "No" in the space provided.

If you decide that a standard, as described here, is NOT accurate for your facility, please revise the description of the standard to make it accurate (i.e., check "No", but then show us how to revise the standard to make it accurate). Make the revisions right on the survey or, if more convenient, write them on a separate page and attach the page when you return your survey.

For some tasks, it is reported that no typical standard exists. In those cases, we want to know whether it is accurate, for your facility, that no standard exists for that task. If "no standard" is correct, check "yes". On the other hand, if your facility does have a performance standard/requirement for that task, check "no" and write in a description of the standard.

When you have completed the survey, please return it to Chuck Page at STC. We would appreciate your completing it at your earliest convenience. If you have any questions about the survey, call Chuck Page or your STC consultant.

Thank you very much for your cooperation. The survey questions start on the next page.

Prepared April 1985 by Personnel Decisions, Inc., for the California Board of Corrections, Standards and Training for Corrections Program

VERIFICATION SURVEY: JC PHYSICAL PERFORMANCE STANDARDS

PHYSICALLY DEMANDING CORE TASKS	TYPICAL PERFORMANCE STANDARD/REQUIREMENT	IS THIS STANDARD ACCURATE FOR YOUR FACILITY? (If not, be sure to revise it to make it accurate for your facility)
1. Walk or stand for long periods of time.	Be able to walk or stand for six hours of an eight hour shift.	___ YES ___ NO (Show how to revise)
2. Pursue juveniles on foot (running).	After walking/standing for six hours of an eight hour shift, be able to pursue a running juvenile by: A. Sprinting a distance of 75 yards or more, and B. Maintaining a brisk walk or jog for one-quarter of a mile or more.	___ YES ___ NO (Show how to revise)
3. Run to the scene of a disturbance or emergency.	After walking/standing for six hours of an eight hour shift, be able to walk briskly or jog 150 feet to the scene of an emergency or disturbance, maneuvering around obstacles such as tables or chairs.	___ YES ___ NO (Show how to revise)
4. Physically subdue or restrain a violent juvenile by yourself.	After walking/standing for six hours of an eight hour shift, and after physically separating two fighting juveniles with the help of another person, be able on your own to apply appropriate techniques to: A. Physically restrain a resisting juvenile for at least 30 seconds; and, B. Remove the resisting juvenile from the scene.	___ YES ___ NO (Show how to revise)
5. Physically subdue or restrain a violent juvenile with the help of another person.	After walking/standing for six hours of an eight hour shift, be able to apply appropriate techniques to help another JC to: A. Physically restrain a resisting juvenile for at least 30 seconds; and, B. Remove the resisting juvenile.	___ YES ___ NO (Show how to revise)

VERIFICATION SURVEY: JC PHYSICAL PERFORMANCE STANDARDS (continued)

PHYSICALLY DEMANDING CORE TASKS	TYPICAL PERFORMANCE STANDARD/REQUIREMENTS	IS THIS STANDARD ACCURATE FOR YOUR FACILITY? (If not, be sure to revise it to make it accurate for your facility.)
6. Physically separate two fighting juveniles with the help of another person.	After walking/standing for six hours of an eight hour shift, and then walking briskly or jogging 150 feet in response to a call for help, be able to help another JC separate two fighting juveniles from behind, pulling the juvenile away, and applying appropriate techniques to restrain the juvenile for at least 30 seconds.	___ YES ___ NO (show how to revise)
7. Physically separate two fighting juveniles by yourself.	No standard; this task is frequently proscribed (i.e., is against regulations in many facilities.)	___ YES ___ NO (describe your standard)
8. Defend yourself against a juvenile with a weapon.	After walking/standing for six hours of an eight hour shift, be able to handle an attacking juvenile by verbally de-escalating the situation if possible and, if that is not possible, calling for assistance, retreating or otherwise acting to minimize injury to self and others.	___ YES ___ NO (show how to revise)
9. Search areas for contraband that are not easy to access.	After walking/standing for six hours of an eight hour shift, be able to repeatedly: A. Assume position to look under a bed and visually search the area for contraband; and, B. Step up on a chair and maintain balance while reaching to search high areas.	___ YES ___ NO (show how to revise)
10. Lift and carry heavy objects.	After walking/standing for six hours of an eight hour shift, be able to lift and carry a wall mounted 20 pound fire extinguisher and walk briskly 75 feet or more to the scene of a fire.	___ YES ___ NO (show how to revise)

VERIFICATION SURVEY: JC PHYSICAL PERFORMANCE STANDARDS (continued)

PHYSICALLY DEMANDING CORE TASKS	TYPICAL PERFORMANCE STANDARD/REQUIREMENTS	IS THIS STANDARD ACCURATE FOR YOUR FACILITY? (If not, be sure to revise it to make it accurate for your facility.)
11. Lift and support heavy objects.	After walking/standing for six hours of an eight hour shift, be able to support the weight of a 150-pound hanging juvenile for a period of 30 seconds or more, lifting sufficiently to prevent strangulation.	___ YES ___ NO (show how to revise)
12. Drag heavy objects.	After walking/standing for six hours of an eight hour shift, and walking briskly or jogging 75 feet, be able to use appropriate technique to quickly drag a 150-pound juvenile for a distance of 20 feet or more.	___ YES ___ NO (show how to revise)
13. Push hard-to-move objects by hand.	After walking/standing for six hours of an eight hour shift, be able to push a 60-pound chair 10 feet or more across an uncarpeted floor.	___ YES ___ NO (show how to revise)
14. Jump over obstacles.	No standard; alternative ways to accomplish the objective typically are available.	___ YES ___ NO (describe your standard)
15. Use body force to gain entrance through barriers.	No standard; task is rarely performed (once or twice a year or less) and is of low to moderately low importance.	___ YES ___ NO (describe your standard)

JC Verification Survey Responses (6/5/85)

JC County/ Facility ID	Sx	Ps	Task Rating 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Contra Costa-Girls' Center																	
1	F	I	1	2	1	1	1	1	0	1	1	1	1	1	1	1	1
			100	0	100	100	100	100	0	100	100	100	100	100	100	100	100
Contra Costa-Byron Boys' Ranch																	
2	M	S	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
			100	0	100	100	100	100	100	100	100	100	100	100	100	100	100
Contra Costa-Juvenile Hall																	
3	M	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
			100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Fresno-Juvenile Hall																	
4	M	S	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	M	S	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1
6	F	S	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1
			100	100	100	66	100	100	100	100	100	100	100	66	100	100	100
Humboldt-Juvenile Hall																	
7	F	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
8	?	I	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
9	M	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
			100	66	100	100	100	100	100	100	100	100	100	100	100	100	100
Kern-Youth Facility																	
10	F	I	2	2	2	2	2	2	1	2	2	2	2	2	2	1	1
11	M	S	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	M	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
			66	66	66	66	66	66	100	66	66	66	66	66	66	100	100
Los Angeles-Los Padrinos JH																	
13	M	S	1	1	1	1	1	1	0	1	1	1	2	1	1	0*	0*
14	F	I	1	1	1	1	1	1	0	1	1	1	1	1	1*	0*	0*
15	M	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
			100	100	100	100	100	100	33	100	100	100	66	100	100	33	33
Monterey-Juvenile Hall																	
16	F	I	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
17	M	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
			100	50	100	100	100	100	100	100	100	100	100	100	100	100	100
Nevada-Juvenile Hall																	
18	F	I	1	1	1	2	1	1	1	1	1	1	2	2*	2	1	1
19	M	I	1	1	1	2	1	1	2	1	1	1	1	1	2	2*	2*
20	M	I	1	2	1	2	1	1	2	1	1	1	1	1	1	1	0*
			100	66	100	0	100	100	33	100	100	100	66	(66)	33	66	33
Orange-Juvenile Hall																	
21	F	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
22	M	S	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
23	M	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
			100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Placer-Juvenile Hall/Center																	
24	M	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
25	F	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
26	M	I	1	2	1	1	1	1	1	1	1	1	2	2	2	2*	2*
			100	66	100	100	100	100	100	100	100	100	66	66	66	66	66

Sacramento-Juvenile Hall/Center																		
27	F	I	0	2	2	1	1	2*	0	1	1	2	1	1	0	0	0*	
28	M	I	1	1	1	1	1	1	2	1	1	1	1	1	1	2	1	
29	M	S	1	1	1	1	1	1	0*	1	1	1	1	1	1	0*	0*	
			66	66	66	100	100	66	(0)	100	100	66	100	100	66	(0)	33	
San Bernardino-Juvenile Hall																		
30	M	I	2	1	1	2	1	1	2	2	1	1	2	2	2	1	2	
31	M	S	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
32	F	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
			66	100	100	66	100	100	66	66	100	100	66	66	66	100	66	
San Diego-Juvenile Hall																		
33	M	S	1	1	1	1	1	1	2*	1	1	1	1	1	1	2	2	
34	F	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
35	M	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
			100	100	100	100	100	100	(66)	100	100	100	100	100	100	66	66	
San Francisco-Juvenile Hall																		
36	F	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
37	M	I	1	1	1	1	1	1	2	1	1	1	1	1	1*	1	1	
38	M	S	1	1	1	1	1	1	2	1	1	1	1	1	2	1	1	
			100	100	100	100	100	100	33	100	100	100	100	100	(33)	100	100	
San Joaquin-Juvenile Justice Center																		
39	M	I	1	1	1	1	1	1	2*	1	1	1	1	1	1	2	2	
40	F	I	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	
41	F	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
42	M	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
			100	75	100	100	100	100	(75)	100	100	100	100	100	100	(75)	75	
San Luis Obispo-Juvenile Service Center																		
43	M	I	2	2	1	1	1	1	0	1	1	1	1	1	1	0	1	
44	F	I	2	1	1	2	1	1	1	2	1	1	1	1	2	2	2	
45	M	I	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	
			33	66	100	33	100	100	66	66	100	100	100	100	66	33	66	
San Mateo-Juvenile Hall																		
46	F	I	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
47	M	I	1	1	1	1	1	1	2*	1	1	1	1	1	1	1	1	
48	M	I	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	
			66	100	100	100	100	100	(33)	100	100	100	100	100	100	100	100	
Santa Barbara-Juvenile Hall																		
49	?	I	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	
50	F	I	1	2	1	1	1	1	1	1	1	1	1	0	2	2*	2	
51	M	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
			100	33	100	100	100	100	100	100	100	100	100	33	33	(66)	66	
Siskiyou-Juvenile Hall																		
52	M	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
53	F	I	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	
54	F	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
55	M	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
			100	100	100	100	100	100	50	100	100	100	100	100	100	100	100	
Sonoma-Los Guilicos																		
56	F	I	1	2	1	1	1	1	0	1	1	1	1	1	1	1	2*	
			100	0	100	100	100	100	0	100	100	100	100	100	100	100	0	
Sonoma-Juvenile Hall																		
57	M	I	1	2	1	1	1	1	2	1	1	1	1	1	1	0	2*	
58	M	I	1	2	1	1	1	1	0	1	1	1	1	1	1	0	0*	
			100	0	100	100	100	100	0	100	100	100	100	100	100	0	(0)	

Stanislaus-Juvenile Hall																	
59	F	I	1	1	1	1	1	1	2	1	1	1	1	1	2	1	2*
60	M	I	1	2	1	1	1	1	2*	1	1	1	1	1	1	0	2
61	M	I	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1
			100	33	100	100	100	100	33	100	100	100	100	100	66	33	33
Ventura-Clifton Tatum Center																	
62	M	I	2	1	1	2	1	1	2*	1	1	1	2	2	2	1	1
63	F	I	2	1	1	1	1	1	1	1	1	1	1	2	1	1	1
64	M	I	2	1	1	1	1	1	2*	2	1	1	1	1	1	1	1
65	M	I	2	1	1	1	1	1	2*	1	1	1	1	1	1	1	2*
			0	100	100	75	100	100	33	75	100	100	75	50	75	100	75
Yuba-Yuba-Sutter Juv Hall																	
66	M	I	1	2	1	1	1	1	0*	1	1	1	1	1	1	0*	0*
67	M	S	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2
68	F	I	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
			100	66	100	100	100	100	66	100	100	100	100	66	66	66	(33)

#facil. giving agreement	Standard 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
total	(19)	(10)	(23)	(19)	(24)	(23)	(9)	(21)	(24)	(23)	(20)	(17)	(17)	(14)	(11)
majority	(23)	(19)	(25)	(23)	(25)	(25)	(15)	(25)	(25)	(25)	(25)	(24)	(22)	(15)	(19)

68 respondents
25 facilities

1= yes; 2= no; 0= no response; *= response is contradicted by comment.

JC Verification Survey Responses (6/5/85)

STANDARD #1: Walk or stand for long periods of time.

JC County/ Facility ID	Sx	Ps	Response	Comments
Contra Costa-Girls' Center				
1	F	I	1	
Contra Costa-Byron Boys' Ranch				
2	M	S	1	
Contra Costa-Juvenile Hall				
3	M	I	1	
Fresno-Juvenile Hall				
4	M	S	1	
5	M	S	1	
6	F	S	1	
Humboldt-Juvenile Hall				
7	F	I	1	
8	?	I	1	
9	M	I	1	
Kern-Youth Facility				
10	F	I	2	[no revision]
11	M	S	1	
12	M	I	1	
Los Angeles-Los Padrinos JH				
13	M	S	1	
14	F	I	1	
15	M	I	1	
Monterey-Juvenile Hall				
16	F	I	1	
17	M	I	1	
Nevada-Juvenile Hall				
18	F	I	1	
19	M	I	1	
20	M	I	1	
Orange-Juvenile Hall				
21	F	I	1	
22	M	S	1	
23	M	I	1	
Placer-Juvenile Hall/Center				
24	M	I	1	
25	F	I	1	
26	M	I	1	
Sacramento-Juvenile Hall/Center				
27	F	I	0	
28	M	I	1	
29	M	S	1	
San Bernardino-Juvenile Hall				
30	M	I	2	Unless the employee (counselor) is involved in a regular physical fitness program, five hours shall be considered the maximum alloted time for counselors to walk or stand during an eight hour shift. Alertness is very important; if a counselor is tired, he will not be alert.
31	M	S	1	
32	F	I	1	

San Diego-Juvenile Hall
33 M S 1
34 F I 1
35 M I 1
San Francisco-Juvenile Hall
36 F I 1
37 M I 1
38 M S 1
San Joaquin-Juvenile Justice Center
39 M I 1
40 F I 1
41 F I 1
42 M I 1
San Luis Obispo-Juvenile Service Center
43 M I 2 Be able to walk or stand for 2 to 4 hours of an eight hour shift.
44 F I 2 Be able to walk or stand 2 to 4 hours of an eight hour shift.
45 M I 1* Be able to walk or stand 2 to 4 hours of an eight hour shift.
San Mateo-Juvenile Hall
46 F I 2 [no revision]
47 M I 1
48 M I 1
Santa Barbara-Juvenile Hall
49 ? I 1
50 F I 1
51 M I 1
Siskiyou-Juvenile Hall
52 M I 1
53 F I 1
54 F I 1
55 M I 1
Sonoma-Los Guilicos
56 F I 1
Sonoma-Juvenile Hall
57 M I 1
58 M I 1
Stanislaus-Juvenile Hall
59 F I 1
60 M I 1
61 M I 1
Ventura-Clifton Tatum Center
62 M I 2 Job does not require to walk or stand for long periods at a time.
63 F I 2 Be able to walk or stand for 3 hours on an 8-hour shift.
64 M I 2 Be able to stand or walk for 3 to 4 hours of an 8 hour shift.
65 M I 2 No extensive walking or standing required.
Yuba-Yuba-Sutter Juv Hall
66 M I 1
67 M S 1
68 F I 1

68 respondents
25 facilities

1= yes; 2= no; 0= no response; *= response is contradicted by comment.

JC Verification Survey Responses (6/5/85)

STANDARD #2: Pursue juveniles on foot (running).

JC County/ Facility ID	Sx	Ps	Response	Comments
Contra Costa-Girls' Center				
1	F	I	2	It is not our policy to pursue wards who are in flight. We notify appropriate authorities.
Contra Costa-Byron Boys' Ranch				
2	M	S	2	No standard, task is rarely performed (once or twice a year) and is of low importance.
Contra Costa-Juvenile Hall				
3	M	I	1	
Fresno-Juvenile Hall				
4	M	S	1	
5	M	S	1	
6	F	S	1	
Humboldt-Juvenile Hall				
7	F	I	1	
8	?	I	2	We do not have the 75 yards to run.
9	M	I	1	
Kern-Youth Facility				
10	F	I	2	After walking/standing for 4 hours of an eight hour shift, be able to pursue a running juvenile.
11	M	S	1	
12	M	I	1	
Los Angeles-Los Padrinos JH				
13	M	S	1	
14	F	I	1	
15	M	I	1	
Monterey-Juvenile Hall				
16	F	I	0	
17	M	I	1	
Nevada-Juvenile Hall				
18	F	I	1	
19	M	I	1	
20	M	I	2	Contact sheriffs for assistance, no pursuit by staff.
Orange-Juvenile Hall				
21	F	I	1	
22	M	S	1	
23	M	I	1	
Placer-Juvenile Hall/Center				
24	M	I	1	
25	F	I	1	
26	M	I	2	No standards exist
Sacramento-Juvenile Hall/Center				
27	F	I	2	Sprint the distance of 200 feet.
28	M	I	1	
29	M	S	1	
San Bernardino-Juvenile Hall				
30	M	I	1	
31	M	S	1	
32	F	I	1	

San Diego-Juvenile Hall
33 M S 1
34 F I 1
35 M I 1
San Francisco-Juvenile Hall
36 F I 1
37 M I 1
38 M S 1
San Joaquin-Juvenile Justice Center
39 M I 1
40 F I 2 [no revision]
41 F I 1
42 M I 1
San Luis Obispo-Juvenile Service Center
43 M I 2 No pursuit outside of facility.
44 F I 1
45 M I 1
San Mateo-Juvenile Hall
46 F I 1
47 M I 1
48 M I 1
Santa Barbara-Juvenile Hall
49 ? I 2 In a secure facility there is no need to pursue a detainee that has AWOL.
50 F I 2 This facility has a retaining fence at the only places vulnerable to escape.
51 M I 1
Siskiyou-Juvenile Hall
52 M I 1
53 F I 1
54 F I 1
55 M I 1
Sonoma-Los Guilicos
56 F I 2 We only pursue them in our fence
Sonoma-Juvenile Hall
57 M I 2 Youth supervisors are not required to pursuit a resident outside the institution.
58 M I 2 After 75 yards or more a minor would be away from the facility, and we don't pursue out of the facility.
Stanislaus-Juvenile Hall
59 F I 1
60 M I 2 A. Sprinting a distance of 75 yards or more or jogging in place for 30 seconds.
61 M I 0
Ventura-Clifton Tatum Center
62 M I 1
63 F I 1
64 M I 1
65 M I 1
Yuba-Yuba-Sutter Juv Hall
66 M I 2 Our custody staff does not, as a rule, give pursuit but, instead, immediately notifies law enforcement agencies.
67 M S 1
68 F I 1

JC Verification Survey Responses (6/5/85)

STANDARD #3: Run to the scene of a disturbance or emergency.

JC County- Facility
ID Sx Ps Response Comment

Contra Costa-Girls' Center
1 F I 1
Contra Costa-Byron Boys' Ranch
2 M S 1
Contra Costa-Juvenile Hall
3 M I 1
Fresno-Juvenile Hall
4 M S 1
5 M S 1
6 F S 1
Humboldt-Juvenile Hall
7 F I 1
8 ? I 1
9 M I 1
Kern-Youth Facility
10 F I 2 (4 hours)
11 M S 1
12 M I 1
Los Angeles-Los Padrinos JH
13 M S 1
14 F I 1
15 M I 1
Monterey-Juvenile Hall
16 F I 1
17 M I 1
Nevada-Juvenile Hall
18 F I 1
19 M I 1
20 M I 1
Orange-Juvenile Hall
21 F I 1
22 M S 1
23 M I 1
Placer-Juvenile Hall/Center
24 M I 1
25 F I 1
26 M I 1
Sacramento-Juvenile Hall/Center
27 F I 2 Sprint to the scene of an emergency of 200 feet.
28 M I 1
29 M S 1
San Bernardino-Juvenile Hall
30 M I 1
31 M S 1
32 F I 1

San Diego-Juvenile Hall
33 M S 1
34 F I 1
35 M I 1
San Francisco-Juvenile Hall
36 F I 1
37 M I 1
38 M S 1
San Joaquin-Juvenile Justice Center
39 M I 1
40 F I 1
41 F I 1
42 M I 1
San Luis Obispo-Juvenile Service Center
43 M I 1
44 F I 1
45 M I 1
San Mateo-Juvenile Hall
46 F I 1
47 M I 1
48 M I 1
Santa Barbara-Juvenile Hall
49 ? I 1
50 F I 1
51 M I 1
Siskiyou-Juvenile Hall
52 M I 1
53 F I 1
54 F I 1
55 M I 1
Sonoma-Los Guilicos
56 F I 1
Sonoma-Juvenile Hall
57 M I 1
58 M I 1
Stanislaus-Juvenile Hall
59 F I 1
60 M I 1
61 M I 1
Ventura-Clifton Tatum Center
62 M I 1
63 F I 1
64 M I 1
65 M I 1
Yuba-Yuba-Sutter Juv Hall
66 M I 1
67 M S 1
68 F I 1

JC Verification Survey Responses (6/5/85)

STANDARD #4: Physically subdue or restrain a violent juvenile by yourself.

JC County/ Facility ID	Sx	Ps	Response	Comments
Contra Costa-Girls' Center				
1	F	I	1	
Contra Costa-Byron Boys' Ranch				
2	M	S	1	
Contra Costa-Juvenile Hall				
3	M	I	1	
Fresno-Juvenile Hall				
4	M	S	1	
5	M	S	2	Minimum of two staff to subdue any violent youngster.
6	F	S	1	
Humboldt-Juvenile Hall				
7	F	I	1	
8	?	I	1	
9	M	I	1	
Kern-Youth Facility				
10	F	I	2	After walking/standing for four hours of an eight hour shift.
11	M	S	1	
12	M	I	1	
Los Angeles-Los Padrinos JH				
13	M	S	1	
14	F	I	1	
15	M	I	1	
Monterey-Juvenile Hall				
16	F	I	1	Depending on size and strength of staff and minors.
17	M	I	1	In some cases no, as a violent juvenile is very difficult for one person to restrain.
Nevada-Juvenile Hall				
18	F	I	2	Physical restraint never recommended by yourself.
19	M	I	2	All physical restraints are to be performed with the help of another person.
20	M	I	2	All restraints done by two or more personnel
Orange-Juvenile Hall				
21	F	I	1	
22	M	S	1	
23	M	I	1	
Placer-Juvenile Hall/Center				
24	M	I	1	
25	F	I	1	
26	M	I	1	
Sacramento-Juvenile Hall/Center				
27	F	I	1	
28	M	I	1	
29	M	S	1	
San Bernardino-Juvenile Hall				
30	M	I	2	Depending on the size and emotional condition of the ward. Staff must be aware of the size of the ward; otherwise, the staff may become the next assault victim.
31	M	S	1	
32	F	I	1	

San Diego-Juvenile Hall
33 M S 1
34 F I 1
35 M I 1
San Francisco-Juvenile Hall
36 F I 1
37 M I 1
38 M S 1
San Joaquin-Juvenile Justice Center
39 M I 1
40 F I 1
41 F I 1
42 M I 1
San Luis Obispo-Juvenile Service Center
43 M I 1
44 F I 2 Some staff rely on verbal counseling techniques to keep a juvenile in place and not necessarily physical ability. Always common sense and team work is essential.
45 M I 2 This is unrealistic. A staff would always call for, and receive assistance. Removal or restraining in this facility is done as a team effort.
San Mateo-Juvenile Hall
46 F I 1
47 M I 1
48 M I 1
Santa Barbara-Juvenile Hall
49 ? I 1
50 F I 1 Physically restrain a resisting juvenile for at least 30 seconds.
51 M I 1
Siskiyou-Juvenile Hall
52 M I 1
53 F I 1
54 F I 1
55 M I 1
Sonoma-Los Guilicos
56 F I 1
Sonoma-Juvenile Hall
57 M I 1
58 M I 1
Stanislaus-Juvenile Hall
59 F I 1
60 M I 1
61 M I 1
Ventura-Clifton Tatum Center
62 M I 2 To avoid injuries, job requires two or more staff to physically restrain violent and resisting juveniles.
63 F I 1
64 M I 1
65 M I 1
Yuba-Yuba-Sutter Juv Hall
66 M I 1
67 M S 1
68 F I 1

JC Verification Survey Responses (6/5/85)

STANDARD #5: Physically subdue or restrain a violent juvenile with the help of another person.

JC County/ Facility
ID Sx Ps Response Comment

Contra Costa-Girls' Center
1 F I 1
Contra Costa-Byron Boys' Ranch
2 M S 1
Contra Costa-Juvenile Hall
3 M I 1
Fresno-Juvenile Hall
4 M S 1
5 M S 1
6 F S 1
Humboldt-Juvenile Hall
7 F I 1
8 ? I 1
9 M I 1
Kern-Youth Facility
10 F I 2 After walking/standing for 4 hours of an 8-hour shift
11 M S 1
12 M I 1
Los Angeles-Los Padrinos JH
13 M S 1
14 F I 1
15 M I 1
Monterey-Juvenile Hall
16 F I 1
17 M I 1
Nevada-Juvenile Hall
18 F I 1
19 M I 1
20 M I 1
Orange-Juvenile Hall
21 F I 1
22 M S 1
23 M I 1
Placer-Juvenile Hall/Center
24 M I 1
25 F I 1
26 M I 1
Sacramento-Juvenile Hall/Center
27 F I 1
28 M I 1
29 M S 1
San Bernardino-Juvenile Hall
30 M I 1
31 M S 1
32 F I 1

San Diego-Juvenile Hall
33 M S 1
34 F I 1
35 M I 1
San Francisco-Juvenile Hall
36 F I 1
37 M I 1
38 M S 1
San Joaquin-Juvenile Justice Center
39 M I 1
40 F I 1
41 F I 1
42 M I 1
San Luis Obispo-Juvenile Service Center
43 M I 1
44 F I 1
45 M I 1
San Mateo-Juvenile Hall
46 F I 1
47 M I 1
48 M I 1
Santa Barbara-Juvenile Hall
49 ? I 1
50 F I 1
51 M I 1
Siskiyou-Juvenile Hall
52 M I 1
53 F I 1
54 F I 1
55 M I 1
Sonoma-Los Guilicos
56 F I 1
Sonoma-Juvenile Hall
57 M I 1
58 M I 1
Stanislaus-Juvenile Hall
59 F I 1
60 M I 1
61 M I 1
Ventura-Clifton Tatum Center
62 M I 1
63 F I 1
64 M I 1
65 M I 1
Yuba-Yuba-Sutter Juv Hall
66 M I 1
67 M S 1
68 F I 1

JC Verification Survey Responses (6/5/85)

STANDARD #6: Physically separate two fighting juveniles with the help of another person.

ID	Sx	Ps	Response	Comments
Contra Costa-Girls' Center				
1	F	I	1	
Contra Costa-Byron Boys' Ranch				
2	M	S	1	
Contra Costa-Juvenile Hall				
3	M	I	1	
Fresno-Juvenile Hall				
4	M	S	1	
5	M	S	1	
6	F	S	1	
Humboldt-Juvenile Hall				
7	F	I	1	
8	?	I	1	
9	M	I	1	
Kern-Youth Facility				
10	F	I	2	After standing/walking for 4 hours of an eight hour.....
11	M	S	1	
12	M	I	1	
Los Angeles-Los Padrinos JH				
13	M	S	1	
14	F	I	1	
15	M	I	1	
Monterey-Juvenile Hall				
16	F	I	1	
17	M	I	1	
Nevada-Juvenile Hall				
18	F	I	1	
19	M	I	1	
20	M	I	1	
Orange-Juvenile Hall				
21	F	I	1	
22	M	S	1	
23	M	I	1	
Placer-Juvenile Hall/Center				
24	M	I	1	
25	F	I	1	
26	M	I	1	
Sacramento-Juvenile Hall/Center				
27	F	I	2	Sprint at least 200 ft.
28	M	I	1	
29	M	S	1	
San Bernardino-Juvenile Hall				
30	M	I	1	
31	M	S	1	
32	F	I	1	

San Diego-Juvenile Hall
33 M S 1
34 F I 1
35 M I 1
San Francisco-Juvenile Hall
36 F I 1
37 M I 1
38 M S 1
San Joaquin-Juvenile Justice Center
39 M I 1
40 F I 1
41 F I 1
42 M I 1
San Luis Obispo-Juvenile Service Center
43 M I 1
44 F I 1 Only if absolutely needed - rarely we need to physically intervene but often need to visually intervene and counsel.
45 M I 1
San Mateo-Juvenile Hall
46 F I 1
47 M I 1
48 M I 1
Santa Barbara-Juvenile Hall
49 ? I 1
50 F I 1
51 M I 1
Siskiyou-Juvenile Hall
52 M I 1
53 F I 1
54 F I 1
55 M I 1
Sonoma-Los Guilicos
56 F I 1
Sonoma-Juvenile Hall
57 M I 1
58 M I 1
Stanislaus-Juvenile Hall
59 F I 1
60 M I 1
61 M I 1
Ventura-Clifton Tatum Center
62 M I 1
63 F I 1
64 M I 1
65 M I 1
Yuba-Yuba-Sutter Juv Hall
66 M I 1
67 M S 1
68 F I 1

JC Verification Survey Responses (6/5/85)

STANDARD #7: Physically separate two fighting juveniles by yourself.

JC County/ Facility
ID Sx Ps Response Comment

Contra Costa-Girls' Center
1 F I 0* Wait for back up.
Contra Costa-Byron Boys' Ranch
2 M S 1
Contra Costa-Juvenile Hall
3 M I 1
Fresno-Juvenile Hall
4 M S 1
5 M S 1 Minimum of two staff to separate fighting individuals.
6 F S 1
Humboldt-Juvenile Hall
7 F I 1
8 ? I 1
9 M I 1
Kern-Youth Facility
10 F I 1
11 M S 1
12 M I 1
Los Angeles-Los Padrinos JH
13 M S 0* Only under very unusual circumstances would this action be appropriate. I would not include in a statement concerning physical standards.
14 F I 0 If alone - two minors only - separate the aggressor. If with a group maintain group and call for back up.
15 M I 1
Monterey-Juvenile Hall
16 F I 1
17 M I 1
Nevada-Juvenile Hall
18 F I 1
19 M I 2* Wait for backup
20 M I 2* For safety and security assistance is required.
Orange-Juvenile Hall
21 F I 1
22 M S 1
23 M I 1
Placer-Juvenile Hall/Center
24 M I 1
25 F I 1
26 M I 1
Sacramento-Juvenile Hall/Center
27 F I 0 Physical separation can be implemented by only force necessary to control and separate wards.
28 M I 2 One staff is never alone with any wards but sometimes staff positioning will cause a staff member to break up a fight by him or herself
29 M S 0* Whenever possible, at least two staff would be used to break up two fighters.

San Bernardino-Juvenile Hall

30 M 1 2 Again, a counselor should never separate two fighting wards without the proper training to do so. Also. the counselor must not get in the middle of two wards fighting. He must know who the aggressor is and approach him from behind and immediately escort him to his room. The counselor must always be aware of the physical size and strength of the wards involved, otherwise he may get injured breaking up the fight without back-up assistance.

31 M S 1

32 F I 1

San Diego-Juvenile Hall

33 M S 2* We don't expect any single staff member to separate two fighting juveniles alone.

34 F I 1

35 H I 1

San Francisco-Juvenile Hall

36 F I 1

37 M I 2 Our standard is when a juvenile counselor is alone in this situation, he must restrain or keep both juveniles separated for at least 30 seconds.

38 M S 2 After calling for help from other staff. may need to restrain 30-60 seconds.

San Joaquin-Juvenile Justice Center

39 M I 2* Always wait for assistance

40 F I 1

41 F I 1

42 M I 1

San Luis Obispo-Juvenile Service Center

43 M I 0 1) Summon help!
2) Try to prevent serious injury.
3) Stabilize the rest of group.

44 F I 1 Must get back up first

45 M I 1 Call for help first

San Mateo-Juvenile Hall

46 F I 1

47 M I 2* Personnel coverage is sufficiently provided to where this is not necessary.

48 M I 2 [no revision]

Santa Barbara-Juvenile Hall

49 ? I 1

50 F I 1 Separation of two fighting juveniles should be done from the rear of one detainee. Counselor should never step between the wards.

51 M I 1

Siskiyou-Juvenile Hall

52 M I 1

53 F I 0 [no revision]

54 F I 1

55 M I 2 Some situations do arise that call for a counselor in our facility to break up a fight between two wards. Whenever possible two or more counselors would be desired, but since we are a small facility often there are only two counselors on duty presenting a situation where 1 counselor would have to separate two wards fighting. Most often communication techniques used properly will intervene most altercations between wards long enough until back-up arrives.

Sonoma-Los Guilicos

56	F	I	0	We can do this if help is very nearby. Within sight in each assistance distance.

Sonoma-Juvenile Hall

57	M	I	2	[no revision]
58	M	I	0*	If verbal commands are ineffective, call for assistance

Stanislaus-Juvenile Hall

59	F	I	2*	I do not believe it is safe or effective to have only one JC separating 2 minors. There should always be back-up available.
60	M	I	2*	No standard necessary
61	M	I	1	

Ventura-Clifton Tatum Center

62	M	I	2*	Job requires two staff to separate two fighting juveniles
63	F	I	1	Frequently proscribed- requires 2 JCs.
64	M	I	2*	Requires 2 JC
65	M	I	2*	Requires 2 staff

Yuba-Yuba-Sutter Juv Hall

66	M	I	0*	Our policy is to wait for assistance from another staff
67	M	S	1	
68	F	I	1	

JC Verification Survey Responses (6/5/85)

STANDARD #8: Defend yourself against a juvenile with a weapon.

JC County/ Facility ID	Sx	Ps	Response	Comment
Contra Costa-Girls' Center				
1	F	I	1	
Contra Costa-Byron Boys' Ranch				
2	M	S	1	
Contra Costa-Juvenile Hall				
3	M	I	1	
Fresno-Juvenile Hall				
4	M	S	1	
5	M	S	1	
6	F	S	1	
Humboldt-Juvenile Hall				
7	F	I	1	
8	?	I	1	
9	M	I	1	
Kern-Youth Facility				
10	F	I	2	After walking/standing for 4 hours of an eight hour shift...
11	M	S	1	
12	M	I	1	
Los Angeles-Los Padrinos JH				
13	M	S	1	
14	F	I	1	
15	M	I	1	
Monterey-Juvenile Hall				
16	F	I	1	
17	M	I	1	
Nevada-Juvenile Hall				
18	F	I	1	
19	M	I	1	
20	M	I	1	
Orange-Juvenile Hall				
21	F	I	1	
22	M	S	1	
23	M	I	1	
Placer-Juvenile Hall/Center				
24	M	I	1	
25	F	I	1	
26	M	I	1	
Sacramento-Juvenile Hall/Center				
27	F	I	1	
28	M	I	1	
29	M	S	1	
San Bernardino-Juvenile Hall				
30	M	I	2	I believe counselors need more training in this area. The best way to handle an attacking juvenile is to call for assistance and retreat to minimize injury to self. However, at the same time, the staff must try to remain in control by not fleeing from the scene. He must only remain at a safe distance from attacking juvenile under eyeball supervision.
31	M	S	1	
32	F	I	1	

San Diego-Juvenile Hall
33 M S 1
34 F I 1
35 M I 1
San Francisco-Juvenile Hall
36 F I 1
37 M I 1
38 M I 1
San Joaquin-Juvenile Justice Center
39 M I 1
40 F I 1
41 F I 1
42 M I 1
San Luis Obispo-Juvenile Service Center
43 M I 1
44 F I 2 Always try to get assistance first to watch other kids before trying to be the lone hero.
45 M I 1
San Mateo-Juvenile Hall
46 F I 1
47 M I 1
48 M I 1
Santa Barbara-Juvenile Hall
49 ? I 1
50 F I 1
51 M I 1
Siskiyou-Juvenile Hall
52 M I 1
53 F I 1
54 F I 1
55 M I 1
Sonoma-Los Guilicos
56 F I 1
Sonoma-Juvenile Hall
57 M I 1
58 M I 1
Stanislaus-Juvenile Hall
59 F I 1
60 M I 1
61 M I 1
Ventura-Clifton Tatum Center
62 M I 1
63 F I 1
64 M I 2 Assistance request first.
65 M I 1
Yuba-Yuba-Sutter Juv Hall
66 M I 1
67 M S 1
68 F I 1

JC Verification Survey Responses (6/5/85)

STANDARD #9: Search areas for contraband that are not easy to access.

JC County/ Facility
ID Sx Ps Response Comment

Contra Costa-Girls' Center
1 F I 1
Contra Costa-Byron Boys' Ranch
2 M S 1
Contra Costa-Juvenile Hall
3 M I 1
Fresno-Juvenile Hall
4 M S 1
5 M S 1
6 F S 1
Humboldt-Juvenile Hall
7 F I 1
8 ? I 1
9 M I 1
Kern-Youth Facility
10 F I 2 After walking/standing for 4 hours of an eight hour shift...
11 M S 1
12 M I 1
Los Angeles-Los Padrinos JH
13 M S 1
14 F I 1
15 M I 1
Monterey-Juvenile Hall
16 F I 1
17 M I 1
Nevada-Juvenile Hall
18 F I 1
19 M I 1
20 M I 1
Orange-Juvenile Hall
21 F I 1
22 M S 1
23 M I 1
Placer-Juvenile Hall/Center
24 M I 1
25 F I 1
26 M I 1
Sacramento-Juvenile Hall/Center
27 F I 1
28 M I 1
29 M S 1
San Bernardino-Juvenile Hall
30 M I 1
31 M S 1
32 F I 1

San Diego-Juvenile Hall
33 M S 1
34 F I 1
35 M I 1
San Francisco-Juvenile Hall
36 F I 1
37 M I 1
38 M S 1
San Joaquin-Juvenile Justice Center
39 M I 1
40 F I 1
41 F I 1
42 M I 1
San Luis Obispo-Juvenile Service Center
43 M I 1
44 F I 1
45 M I 1
San Mateo-Juvenile Hall
46 F I 1
47 M I 1
48 M I 1
Santa Barbara-Juvenile Hall
49 ? I 1
50 F I 1
51 M I 1
Siskiyou-Juvenile Hall
52 M I 1
53 F I 1
54 F I 1
55 M I 1
Sonoma-Los Guilicos
56 F I 1
Sonoma-Juvenile Hall
57 M I 1
58 M I 1
Stanislaus-Juvenile Hall
59 F I 1
60 M I 1
61 M I 1
Ventura-Clifton Tatum Center
62 M I 1
63 F I 1
64 M I 1
65 M I 1
Yuba-Yuba-Sutter Juv Hall
66 M I 1
67 M S 1
68 F I 1

JC Verification Survey Responses (6/5/85)

STANDARD #10: Lift and carry heavy objects.

JC County/ Facility
ID Sx Ps Response Comment

Contra Costa-Girls' Center
1 F I 1
Contra Costa-Byron Boys' Ranch
2 M S 1
Contra Costa-Juvenile Hall
3 M I 1
Fresno-Juvenile Hall
4 M S 1
5 M S 1
6 F S 1
Humboldt-Juvenile Hall
7 F I 1
8 ? I 1
9 M I 1
Kern-Youth Facility
10 F I 2 After walking/standing for 4 hours of an eight hour shift...
11 M S 1
12 M I 1
Los Angeles-Los Padrinos JH
13 M S 1
14 F I 1
15 M I 1
Monterey-Juvenile Hall
16 F I 1
17 M I 1
Nevada-Juvenile Hall
18 F I 1
19 M I 1
20 M I 1
Orange-Juvenile Hall
21 F I 1
22 M S 1
23 M I 1
Placer-Juvenile Hall/Center
24 M I 1
25 F I 1
26 M I 1
Sacramento-Juvenile Hall/Center
27 F I 2 Run/sprint
28 M I 1
29 M S 1
San Bernardino-Juvenile Hall
30 M I 1
31 M S 1
32 F I 1

San Diego-Juvenile Hall
33 M S 1
34 F I 1
35 M I 1
San Francisco-Juvenile Hall
36 F I 1
37 M I 1
38 M S 1
San Joaquin-Juvenile Justice Center
39 M I 1
40 F I 1
41 F I 1
42 M I 1
San Luis Obispo-Juvenile Service Center
43 M I 1
44 F I 1
45 M I 1
San Mateo-Juvenile Hall
46 F I 1
47 M I 1
48 M I 1
Santa Barbara-Juvenile Hall
49 ? I 1
50 F I 1
51 M I 1
Siskiyou-Juvenile Hall
52 M I 1
53 F I 1
54 F I 1
55 M I 1
Sonoma-Los Guilicos
56 F I 1
Sonoma-Juvenile Hall
57 M I 1
58 M I 1
Stanislaus-Juvenile Hall
59 F I 1
60 M I 1
61 M I 1
Ventura-Clifton Tatum Center
62 M I 1
63 F I 1
64 M I 1
65 M I 1
Yuba-Yuba-Sutter Juv Hall
66 M I 1
67 M S 1
68 F I 1

JC Verification Survey Responses (6/5/85)

STANDARD #11: Lift and support heavy objects.

JC County/ Facility ID	Sx	Ps	Response	Comment
Contra Costa-Girls' Center				
1	F	I	1	
Contra Costa-Byron Boys' Ranch				
2	M	S	1	
Contra Costa-Juvenile Hall				
3	M	I	1	
Fresno-Juvenile Hall				
4	M	S	1	
5	M	S	1	
6	F	M	1	
Humboldt-Juvenile Hall				
7	F	I	1	
8	?	I	1	
9	M	I	1	
Kern-Youth Facility				
10	F	I	2	After walking/standing for 4 hours of an eight hour shift...
11	M	S	1	
12	M	I	1	
Los Angeles-Los Padrinos JH				
13	M	S	2	Largely an unrealistic standard under most conceivable conditions.
14	F	I	1	
15	M	I	1	
Monterey-Juvenile Hall				
16	F	I	1	
17	M	I	1	
Nevada-Juvenile Hall				
18	F	I	2	-Assumed ability for 2 man team.
19	M	I	1	
20	M	I	1	
Orange-Juvenile Hall				
21	F	I	1	
22	M	I	1	
23	M	I	1	
Placer-Juvenile Hall/Center				
24	M	I	1	
25	F	I	1	
26	M	I	2	No standards or expectations.
Sacramento-Juvenile Hall/Center				
27	F	I	2	
28	M	I	1	
29	M	S	1	
San Bernardino Juvenile Hall				
30	M	1	2	If not in good physical condition, some counselors may injure themselves lifting heavy objects.
31	M	S	1	
32	F	I	1	

San Diego-Juvenile Hall
33 M S 1
34 F I 1
35 M I 1
San Francisco-Juvenile Hall
36 F I 1
37 M I 1
38 M S 1
San Joaquin-Juvenile Justice Center
39 M I 1
40 F I 1
41 F I 1
42 M I 1
San Luis Obispo-Juvenile Service Center
43 M I 1
44 F I 1
45 M I 1
San Mateo-Juvenile Hall
46 F I 1
47 M I 1
48 M I 1
Santa Barbara-Juvenile Hall
49 ? I 1
50 F I 1
51 M I 1
Siskiyou-Juvenile Hall
52 M I 1
53 F I 1
54 F I 1
55 M I 1
Sonoma-Los Guilicos
56 F I 1
Sonoma-Juvenile Hall
57 M I 1
58 M I 1
Stanislaus-Juvenile Hall
59 F I 1
60 M I 1
61 M I 1
Ventura-Clifton Tatum Center
62 M I 2 Not a job requirement. Not all group supervisors have this type of strength. Assistance may be used if necessary.
63 F I 1
64 M I 1
65 M I 1
Yuba-Yuba-Sutter Juv Hall
66 M I 1
67 M S 1
68 F I 1

JC Verification Survey Responses (6/5/85)

STANDARD #12: Drag heavy objects.

JC County/ Facility	ID	Sx	Ps	Response	Comment
Contra Costa-Girls' Center	1	F	I	1	
Contra Costa-Byron Boys' Ranch	2	M	S	1	
Contra Costa-Juvenile Hall	3	M	I	1	
Fresno-Juvenile Hall	4	M	S	1	
	5	M	S	1	
	6	F	S	2	[no revision]
Humboldt-Juvenile Hall	7	F	I	1	
	8	?	I	1	
	9	M	I	1	
Kern-Youth Facility	10	F	I	2	After walking/standing 4 hours of an eight hour shift...
	11	M	S	1	
	12	M	I	1	
Los Angeles-Los Padrinos JH	13	M	S	1	
	14	F	I	1	
	15	M	I	1	
Monterey-Juvenile Hall	16	F	I	1	
	17	M	I	1	
Nevada-Juvenile Hall	18	F	I	2*	Assumed skills.
	19	M	I	1	
	20	M	I	1	
Orange-Juvenile Hall	21	F	I	1	
	22	M	S	1	
	23	M	I	1	
Placer-Juvenile Hall/Center	24	M	I	1	
	25	F	I	1	
	26	M	I	2	No standards.
Sacramento-Juvenile Hall/Center	27	F	I	1	
	28	M	I	1	
	29	M	S	1	
San Bernardino-Juvenile Hall	30	M	I	2	Again, counselors must be in excellent physical condition to drag heavy objects; otherwise, they may sustain an injury.
	31	M	S	1	
	32	F	I	1	

San Diego-Juvenile Hall
33 M S 1
34 F I 1
35 M I 1
San Francisco-Juvenile Hall
36 F I 1
37 M I 1
38 M S 1
San Joaquin-Juvenile Justice Center
39 M I 1
40 F I 1
41 F I 1
42 M I 1
San Luis Obispo-Juvenile Service Center
43 M I 1
44 F I 1
45 M I 1
San Mateo-Juvenile Hall
46 F I 1
47 M I 1
48 M I 1
Santa Barbara-Juvenile Hall
49 ? I 2 Gave no comment.
50 F I 0 This standard could possibly exist but it would be a special circumstance.
51 M I 1
Siskiyou-Juvenile Hall
52 M I 1
53 F I 1
54 F I 1
55 M I 1
Sonoma-Los Guilicos
56 F I 1
Sonoma-Juvenile Hall
57 M I 1
58 M I 1
Stanislaus-Juvenile Hall
59 F I 1
60 M I 1
61 M I 1
Ventura-Clifton Tatum Center
62 M I 2 Job requires assistance for this type of activity.
63 F I 2 150 lbs. not a reasonable weight. I'd say more like 100-120 pounds.
64 M I 1
65 M I 1
Yuba-Yuba-Sutter Juv Hall
66 M I 1
67 M S 1
68 F I 0 [no revision]

JC Verification Survey Responses (6/5/85)

STANDARD #13: Push hard-to-move objects by hand.

JC County/ Facility ID	Sx	Ps	Response	Comment
Contra Costa-Girls' Center				
1	F	I	1	
Contra Costa-Byron Boys' Ranch				
2	M	S	1	
Contra Costa-Juvenile Hall				
3	M	I	1	
Fresno-Juvenile Hall				
4	M	S	1	
5	M	S	1	
6	F	S	1	
Humboldt-Juvenile Hall				
7	F	I	1	
8	?	I	1	
9	M	I	1	
Kern-Youth Facility				
10	F	I	2	After walking/standing for 4 hours of an eight hour shift...
11	M	S	1	
12	M	I	1	
Los Angeles-Los Padrinos JH				
13	M	S	1	
14	F	I	1	
15	M	I	1	
Monterey-Juvenile Hall				
16	F	I	1	
17	M	I	1	
Nevada-Juvenile Hall				
18	F	I	2	[no revision]
19	M	I	2	I wouldn't have a problem pushing a 60 pound chair but it doesn't seem apply much to the job.
20	M	I	1	
Orange-Juvenile Hall				
21	F	I	1	
22	M	S	1	
23	M	I	1	
Placer-Juvenile Hall/Center				
24	M	I	1	
25	F	I	1	
26	M	I	2	No standards
Sacramento-Juvenile Hall/Center				
27	F	I	0	[no revision]
28	M	I	1	
29	M	S	1	
San Bernardino-Juvenile Hall				
30	M	I	2	Depending on the physical strength and size of the counselor, they may not be able to push hard to move objects by hand.
31	M	S	1	
32	F	I	1	

San Diego-Juvenile Hall
33 M S 1
34 F I 1
35 M I 1
San Francisco-Juvenile Hall
36 F I 1
37 F I 1* Yes, but not a standard or requirement.
38 M S 2 See performance standard for #'s 14 & 15. (He marked "yes" for numbers 14 & 15.)
San Joaquin-Juvenile Justice Center
39 M I 1
40 F I 1
41 F I 1
42 M I 1
San Luis Obispo-Juvenile Service Center
43 M I 1
44 F I 2 I've never come across this.
45 M I 1
San Mateo-Juvenile Hall
46 F I 1
47 M I 1
48 M I 1
Santa Barbara-Juvenile Hall
49 ? I 2 No standard; alternative ways to accomplish the objective typically are available.
50 F I 2 This facility has wooden picnic tables on both carpeted and uncarpeted.
51 M I 1
Siskiyou-Juvenile Hall
52 M I 1
53 F I 1
54 F I 1
55 M I 1
Sonoma-Los Guilicos
56 F I 1
Sonoma-Juvenile Hall
57 M I 1
58 M I 1
Stanislaus-Juvenile Hall
59 F I 2 I believe a J.C. should be physically able to push an object at least 80-100 lbs. for the above distance.
60 M I 1
61 M I 1
Ventura-Clifton Tatum Center
62 M 1 2 Job does not require for one person to do this alone.
63 F I 1
64 M I 1
65 M I 1
Yuba-Yuba-Sutter Juv Hall
66 M I 1
67 M S 2 ....be able to push a 60 pound table.....
68 F I 1

JC Verification Survey Responses (6/5/85)

STANDARD #14: Jump over obstacles.

JC County/ Facility
ID Sx Ps Response Comment

Contra Costa-Girls' Center
1 F I 1
Contra Costa-Byron Boys' Ranch
2 M S 1
Contra Costa-Juvenile Hall
3 M I 1
Fresno-Juvenile Hall
4 M S 1
5 M S 1
6 F S 1
Humboldt-Juvenile Hall
7 F I 1
8 ? I 1
9 M I 1
Kern-Youth Facility
10 F I 1
11 M S 1
12 M I 1
Los Angeles-Los Padrinos JH
13 M S 0* To my knowledge no departmental standard.
14 F I 0* N/A
15 M I 1
Monterey-Juvenile Hall
16 F I 1
17 M I 1
Nevada-Juvenile Hall
18 F I 1
19 M I 2* I can't think of many obstacles I would ever have to jump over in this job. No standard.
20 M I 1
Orange-Juvenile Hall
21 F I 1
22 M S 1
23 M I 1
Placer-Juvenile Hall/Center
24 M I 1
25 F I 1
26 M I 2 No standards.
Sacramento-Juvenile Hall/Center
27 F I 0
28 M I 2 In our kitchen area the tables are secured to the floor and on rare occasions a staff may have to jump these tables to break up altercations. Also on rare occasions a staff member may have to jump over the counselors station to break up a fight.
29 M S 0* Agree
San Bernardino-Juvenile Hall
30 M I 1
31 M S 1
32 F I 1

San Diego-Juvenile Hall
33 M S 2 [no revision].
34 F I 1
35 M I 1
San Francisco-Juvenile Hall
36 F I 1
37 M I 1
38 M S 1
San Joaquin-Juvenile Justice Center
39 M I 2* If the obstacle is jumpable make the jump, if not find a way to get around it.
40 F I 1
41 F I 1
42 M I 1
San Luis Obispo-Juvenile Service Center
43 M I 0 [no revision]
44 F I 2 May at times need to jump over the control desk or tables.
45 M I 1
San Mateo-Juvenile Hall
46 F I 1
47 M I 1
48 M I 1
Santa Barbara-Juvenile Hall
49 ? I 1
50 F I 2* No standard
51 M I 1
Siskiyou-Juvenile Hall
52 M I 1
53 F I 1
54 F I 1
55 M I 1
Sonoma-Los Guilicos
56 F I 1
Sonoma-Juvenile Hall
57 M I 0 [no revision]
58 M I 0* Assumed as part of question #3. Generally an object to be hurdled does not exist.
Stanislaus-Juvenile Hall
59 F I 1
60 M I 0 [no revision]
61 M I 0 [no revision]
Ventura-Clifton Tatum Center
62 M I 1
63 F I 1
64 M I 1
65 M I 1
Yuba-Yuba-Sutter Juv Hall
66 M I 0* Not addressed.
67 M S 1
68 F I 1

JC Verification Survey Responses (6/5/85)

STANDARD #15: Use body force to gain entrance through barriers.

JC County/ ID	Sx	Ps	Response	Comment
Contra Costa-Girls' Center				
1	F	I	1	
Contra Costa-Byron Boys' Ranch				
2	M	S	1	
Contra Costa-Juvenile Hall				
3	M	I	1	
Fresno-Juvenile Hall				
4	M	S	1	
5	M	S	1	
6	F	S	1	
Humboldt-Juvenile Hall				
7	F	I	1	
8	?	I	1	
9	M	I	1	
Kern-Youth Facility				
10	F	I	1	
11	M	S	1	
12	M	I	1	
Los Angeles-Los Padrinos JH				
13	M	S	0*	To my knowledge no departmental standard.
14	F	I	0*	N/A
15	M	I	1	
Monterey-Juvenile Hall				
16	F	I	1	
17	M	I	1	
Nevada-Juvenile Hall				
18	F	I	1	
19	M	I	2*	Don't have a standard.
20	M	I	0*	No standard
Orange-Juvenile Hall				
21	F	I	1	
22	M	S	1	
23	M	I	1	
Placer-Juvenile Hall/Center				
24	M	I	1	
25	F	I	1	
26	M	I	2*	No standard
Sacramento-Juvenile Hall/Center				
27	F	I	0*	No barriers are within this institution.
28	M	I	1	
29	M	S	0*	Agree with above.
San Bernardino-Juvenile Hall				
30	M	I	2	There are times when counselors must pry or push open doors to juvenile rooms, especially barricaded rooms of suicide attempts.
31	M	S	1	
32	F	I	1	

San Diego-Juvenile Hall
33 M S 2 On occasion we must use body force to gain entrance to a detainee's cell to subdue him.
34 F I 1
35 M I 1
San Francisco-Juvenile Hall
36 F I 1
37 M I 1
38 M S 1
San Joaquin-Juvenile Justice Center
39 M I 2 assessment of the situation and take appropriate measures.
40 F I 1
41 F I 1
42 M I 1
San Luis Obispo-Juvenile Service Center
43 M I 1
44 F I 2 Must always be aware of how to do so in case of an emergency of life/death.
45 M I 1
San Mateo-Juvenile Hall
46 F I 1
47 M I 1
48 M I 1
Santa Barbara-Juvenile Hall
49 ? I 1
50 F I 2 This standard could apply to force to enter a room in which a minor has barricaded him/her self.
51 M I 1
Siskiyou-Juvenile Hall
52 M I 1
53 F I 1
54 F I 1
55 M I 1
Sonoma-Los Guilicos
56 F I 2* This has never been needed at our facility.
Sonoma-Juvenile Hall
57 M I 2* Never has happened.
58 M I 0* As stated here this situation has not occurred in this facility.
Stanislaus-Juvenile Hall
59 F I 2* Our barriers are steel doors which I don't believe J.C.'s should be required to force open.
60 M I 2 Physically support a door for 30 seconds with the weight of a 150- pound juvenile resisting closure of the door.
61 M I 1
Ventura-Clifton Tatum Center
62 M I 1
63 F I 1
64 M I 1
65 M I 2* Would look for other means to gain entrance through barriers.
Yuba-Yuba-Sutter Juv Hall
66 M I 0* As stated rarely performed thus no standard or reference.
67 M S 2 Opening cell doors tampered by minors.
68 F I 1

APPENDIX D
VITAE FOR
EXPERT PANEL OF EXERCISE PHYSIOLOGISTS

- Dr. Glenn P. Town
- Dr. John (Jack) M. Kelly
- Dr. William D. Gilman

VITA OF

GLENN P. TOWN, Ph.D.

PHONE: (312) 682-4238

ADDRESS: 817 Webster, Wheaton, Illinois 60187

PLACE OF BIRTH: Yakima, Washington

AGE: 35

MARITAL STATUS: Married

CHILDREN: 2

EDUCATION

Guilford High School (Rockford, IL)	Graduated 1967
Eastern Kentucky University (Richmond, KY)	Attended 1967-69
Oral Roberts University (Tulsa, OK)	B.S., P.E. 1975
Kent State University (Kent, OH)	M.A., P.E. 1976
Kent State University (Kent, OH)	Ph.D. Exercise Physiology 1981

WORK EXPERIENCE

Exercise Physiology Lab Technician, Oral Roberts University, 1974-75.

Track/Cross Country Assistant Coach, Kent State University, 1975-76.

Physical Education Instructor, Kent State University, 1976-79.
(Graduate Assistant)

Lab Assistant, Applied Physiology Laboratory, Kent State University, 1977-78.

Teaching Fellowship, Kent State University, 1978-79.

Director, City of St. Paul Firehouse Fitness Program, January 15, 1980 - August 15, 1981.

Consultant and Expert Witness: EEOC vs. City of Saint Paul "Age 65 as a Bona Fide Occupational Qualification for Firefighters", June 1980.

Exercise Physiologist for Wheaton College, August 3, 1981 - present.

Glenn P. Town, Ph.D.

ATHLETIC EXPERIENCE

Illinois State High School 2 mile runner-up (1967)

Eastern Kentucky University Cross Country, varsity letter as a freshman, thirteenth place in conference championship (1967)

Current road race participation:

Race	Place	Time	Year
American National Insurance Company Marathon (Galveston, TX)	21	3:02.15	1972
White Rock Marathon (Dallas, TX)	21	2:46	1974
U.S.T.F.F. Marathon (KS)	6	2:38.15	1975
University of Kansas Relays	9	2:38.50	1975
Canton Marathon (OH)	4	2:43.57	1975
Revco-Western Reserve Marathon (OH)	14	2:43.57	1977
Charlotte Observer Marathon (NC)	40	2:39.05	1978
Maryland Marathon (MD)	57	2:39.22	1979
City of Lakes Marathon (MN)	38	2:40.15	1980
Menomonie Tinman Triathlon (WI) (1 mi. swim, 55 mi. bike, 12.4 mi. run)	1	4:22.15	1982
Ironman Triathlon World Championships (HI) (2.4 mi. swim, 112 mi. bike, 26.2 mi. run)	24	10:34.03	1983

ADULT FITNESS EXPERIENCE

I was active in adult fitness testing 1975-76 under the direction of Dr. L.A. Golding at Kent State University. During this time, I also assisted in exercise leadership, but on a lesser scale. In 1976, I designed and developed a treadmill test to predict maximum fitness for adults, ages 30-50 (see Publications). I was active in adult fitness testing under the direction of Dr. W.E. Sinning at Kent State University. I directed a physical fitness program for 465 members of the St. Paul Fire Department which included stress testing and an individualized exercise prescription for each member. Presently I direct an adult fitness program for Wheaton College employees and residents of the Wheaton area.

Glenn P. Town, Ph.D.

PUBLICATIONS

Journals

Town, G.P. and L.A. Golding. "A Simple Submaximal Treadmill Test for Predicting Maximum Oxygen Consumption." Journal of Physical Education September/October 1977.

Sol, Neil, Glenn P. Town and Wayne E. Sinning. "Energy Expenditure While Rope Skipping." Medicine and Science in Sports 12(2): 1980 (Abstract).

Town, Glenn P., Neil Sol and Wayne E. Sinning. "The Effect of Rope Skipping Rate on Energy Expenditure of Males and Females." Medicine and Science in Sports 12(4), 195-298, 1980.

Woodard, Jay and Glenn P. Town. "The Progressive Metabolic and Energy Demands of Triathlon Competitors." Medicine and Science in Sports 15(2): 1983 (Abstract).

Town, Glenn P. "Physical Fitness and the Christian." Inform, January, 1983.

Sol, N., G. Town, and J. Woodard. Selected Physiological Response to Varied Handgrip and Crank Styles in Maximal Arm Ergometry. Medicine and Science in Sports 16(2): 1984 (Abstract).

Books

Town, Glenn P. The Science of Triathlon Training and Competition Human Kinetics Publishers, Champaign, IL 1984 (contracted to write in summer, 1984)

Town, Glenn P. and Russell, E. Foundations of Physical Fitness/Wellness (2nd edition) Wheaton College, 1984, 112 pp.

PROFESSIONAL MEETINGS ATTENDED

April 1983	American Alliance of Physical Education, Recreation and Dance. National Meeting, Minneapolis, Minnesota.
January 1983	National Associate of Physical Education in Higher Education. National Meeting, Indianapolis, Indiana.
May 1982	Speaker, American College of Sports Medicine. National Meeting, Minneapolis, Minnesota.
December 1981	American College of Sports Medicine Midwest Regional Meeting. University of Wisconsin, Milwaukee.

Glenn P. Town, Ph.D.

February 1980	American College of Sports Medicine Northlands Regional Meeting. Cable, Wisconsin.
November 1979	American College of Sports Medicine Midwest Regional Meeting. Kent, Ohio.
May 1978	American College of Sports Medicine National Meeting. Washington, D.C.
May 1977	American College of Sports Medicine National Meeting. Chicago, Illinois.
December 1976	Speaker, Ohio Association of Health, Physical Education and Recreation, Cincinnati, Ohio. "A Treadmill Test for Predicting Maximum Oxygen Consumption."
November 1976	Midwest Regional Meeting of the American College of Sports Medicine, The Ohio State University, Columbus, Ohio.

AWARDS/HONORS

Track and Cross Country Scholarship - Eastern Kentucky University, 1967-68.

Bronze Star Medal - United States Army, Vietnam, April 1972.

Teaching Fellowship, Kent State University, 1978-79.

First recipient for the Annual Alumni Award for alumni Physical Education Majors - Oral Roberts University - 1983.

Outstanding Young Men of America recipient - 1984.

Glenn P. Town, Ph.D.

PROFESSIONAL RESPONSIBILITIES AT WHEATON COLLEGE

1. Direct Exercise Physiology Laboratory
2. Administer stress tests and the preparation of prescriptive exercise programs.
3. Developed and direct the Wheaton College Wellness program.
4. Coordinate the foundations 121 classes for all students.
5. Teach Exercise Physiology, Kinesiology, Cardiovascular Dynamics, Nutrition and Foundations classes in the P.E. department.
6. Developed and coordinate the Exercise Specialist Track for Physical Education majors.

REFERENCES

Dr. Wayne E. Sinning
Applied Physiology Laboratory
Kent State University
Kent, Ohio 44242

Rev. Robert A. Stamps
Chaplain, Oral Roberts University
Tulsa, Oklahoma 74102

Dr. James A. Schwane
Health & Physical Education Department
University of Texas
3900 University Blvd.
Tyler, Texas 75701

John M. Kelly, D.P.E.
Curriculum Vita
(last updated 1982)

John M. Kelly, B.S., M.S., D.P.E.
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Human Performance Laboratory
Department of Health, Physical
Education and Recreation
St. Cloud State University
St. Cloud, MN 56301 Telephone (612) 255-3105

Date of Birth: July 24, 1935
Birthplace: Jeannette, Pennsylvania
Citizenship: United States
Health: Excellent
Marital Status: Married
Children: Three

Education:

1966-1969	Doctoral Studies, Springfield College, Springfield, Massachusetts, D.P.E. Physical Education, Exercise Physiology 1969.
1957-1959	M.S. Degree, University of Oregon, Eugene, Oregon. Physical Education, Anatomy and Exercise Physiology.
1953-1957	M.S. Degree, Slippery Rock State College, Slippery Rock, Pennsylvania. Health and Physical Education.

Professional Certification:

1976 -	Program Director, American College of Sports Medicine, Adult Fitness and Rehabilitation

Professional Duties:

1969-1982 -	Professor : St. Cloud State University Director : Human Performance Laboratory Director : HPER Graduate Studies Teacher : Human and Exercise Physiology Director : Adult Fitness Program
1962-1966 -	Teacher (HPER) Coach, Abington on Heights High School, Clarks Summit, Pennsylvania.

Curriculum Vitae
John M. Kelly

Honors and Offices:

1966-1969	NDEA Fellowship
1978	Minnesota Council on Health Achievement Award
1976-1978	Treasurer/Secretary, Northland Chapter American College of Sports Medicine
1980	President, Northland Chapter, American College of Sports Medicine
1980	Fellow, American College of Sports Medicine.
1984	Minnesota Health Citizen of the Year (Minnesota Council on Health)

Military Service:

August 1959-1962 -- 1st Lieutenant, USMCR

Publications:

Kelly, John M., Robert C. Serfass and G. Alan Stull. "Elicitation of Maximal Oxygen Uptake From Standing Bicycle Ergometry." Research Quarterly for Exercise and Sport, 51:315-322, 1980.

Kelly, John M., B.A. Gorney and K. K. Kalm. "The Effects of a Collegiate Wrestling Season on Body Composition, Cardiovascular Fitness and Muscular Strength and Endurance." Medicine and Science in Sports, 10:119-124, 1978.

Kelly, John M. and John D. Wickkiser. "For Ideal Football Weight Assess Fat, Not Poundage." The Physician and Sports Medicine. 3:38-42, 1975.

Wickkiser, John D. and John M. Kelly. "The Body Composition of a College Football Team." Medicine and Science in Sports. 7:199-202, 1975.

Millerhagen, J.O. and John M. Kelly. "A Study of Combined Arm and Leg Exercise with Application to Nordic Skiing." Canadian Journal of Applied Sports Sciences. To be published: Summer 1983.

William D. Gilman, Ph.D.
VITA - partially updated 1984

Personal Data:

William D. Gilman
184 Amherst
St. Paul, MN 55105

Phone:
Home: (612) 678-2580
Business: (612) 228-6262

Birthdate: April 25, 1947
Married, wife Karyl Thurston
Health: Excellent
Hometown: Glenwood, Minn.

Education:

Kent State University Kent, Ohio 44242	Ph.D. Physiology of Exercise	9/77 - 5/84
St. Cloud State University St. Cloud, Minn. 56301	M.S. Physical Education	6/76 - 8/77
Macalester College St. Paul, Minn. 55104	Teaching Certificate	7/73 - 12/73
Macalester College St. Paul, Minn. 55104	B.A. Biology	9/65 - 5/69
Glenwood Public High School Glenwood, Minn. 56334	High School Diploma	9/61 - 6/65

Related Professional Experiences:

Physical Fitness Coordinator, Department of Fire and Safety Services, St. Paul, Minn., 1981 - present

Laboratory Assistant for Applied Physiology Research Lab, Kent State University, 19.9-1981.

Graduate Assistant at Kent State University, 1977-1979.

Basic Physical Activity course taught at Kent State University included: Basketball, Tennis, Jogging, Volleyball, Weight Training, Racquetball, Bowling, Badminton, Survey of Sports, Cross-Country Skiing.

Fitness Consultant to the Executive Fitness Program at the B.F. Goodrich Co., 1979-1981. (Part-time basis)

Instructor at YWCA Physical Fitness Specialists Workshop at Kent State University, 1978, 1980.

Work-study Assistantship. Assigned to Dr. Jack Kelly, Exercise Physiologist, P.E. Department, St. Cloud State University, 1976-1977.

William D. Gilman, Ph.D.

Professional Experiences (Continued)

Instructor of ninth grade science, Glenwood Public High School, Glenwood, Minn., 1974-1975.

Semi-professional basketball player for Dynamo Club Brugge, Brugge, Belgium, 1970-1973.

Coordinator of Recreation, Macalester College, 1969-1970.

Student Assistant to Dr. Dale Hansen, Chairman of the Physical Education Department, Macalester College, 1968-1969.

Professional Affiliations:

Member of the American College of Sports Medicine Science since 1978.

Member of the American Alliance of Health, Physical Education, Recreation and Dance since 1980.

Publications and Research Interest:

Thesis: The Body Composition of High School Wrestlers.

"The Body Composition of High School Wrestlers" presentation to the Northland Chapter of the American College of Sports Medicine, March, 1977.

Dissertation topic: The Relationship Between Serum Free Fatty Acid Concentration and the Lactate Threshold at Three Ambient Temperatures.

Research Interests: Nutrition; weight control; and cold weather work.

"Nutrition and Wrestling" presentation to the Ravenna Wrestlers Booster Club, November, 1979.

"Exercise and Weight Control" presentation to the Akron Home Economics Association, November, 1978.

William D. Gilman, Ph.D.

Activities and Awards:

Representative to the Graduate Student Senate, Kent State University 1980-1981.

Certified in CPR, American Heart Association, 1979-1984.

Most Valuable Player for Dynamo Club Brugge Basketball Team, 1972.

Co-Captain and three-year letterman for the Macalester College Basketball Team, 1966-1969.

Co-Captain for the football and basketball high school varsity teams and also lettered in cross-country, track, and baseball.

Previous Employment:

Physical Fitness Coordinator
Dept. of Fire and Safety Services
101 East Tenth Street
St. Paul, Minn. 55101
9/81-Current

Graduate Assistantship, HPER
Kent State University
Kent, Ohio 44242
9/77-7/79

Laboratory Assistant
Applied Physiology Research Laboratory
Kent State University
Kent, Ohio 44242
7/79-8/81

Carpenter's Assistant
Shea-McCrory Builders
Glenwood, Minn. 56334
1/76-7/76 and Summers

Work-Study Assistantship
St. Cloud State Physical Education Department
St. Cloud, Minn. 56301
6/76-8/77

Long Term Substitute
St. Paul Public Schools
St. Paul, Minn. 55102
1/74-6/74

Teacher, 9th Grade Science
Glenwood Public Schools
Glenwood, Minn. 56334
9/74-6/75

Coordinator of Recreation
Macalester College
St. Paul, Minn. 55104
1/74-6/74

Basketball Player
Dynamo Club Brugge
Brugge, Belgium 8320
9/70-5/73

Fitness Consultant
Executive Fitness Program
B.F. Goodrich Co.
500 S. Main
Akron, Ohio 44318
9/79-8/81 (Part time)

APPENDIX E

SAMPLE MEDICAL SCREENING FORM
AND PHYSICIANS GUIDE
FOR USE IN SELECTION OF JUVENILE COUNSELORS

Appendix E

SAMPLE MEDICAL SCREENING FORM
FOR USE IN THE SELECTION OF JUVENILE COUNSELORS

Employing Agency: _____

Name, Address, and Telephone Number of Contact Person in the Employing Agency:

_____

_____

_____

_____

Candidate's Name: _____

Candidate's signature authorizing release of Medical records and findings to the employing agency:

Signature: _____ Date: _____

Physician's Name: _____

Address: _____

_____

Telephone: _____

PHYSICIAN'S STATEMENT (to be completed following the examination):

I hereby certify that I have examined the above candidate's fitness for the juvenile counselor position. The information in this form accurately represents my evaluation of any contraindications to this candidate's fitness for the position of juvenile counselor. I have recorded the diagnostic procedures which I used in making this assessment at the end of this form. I understand that the presence of contraindications does not automatically disqualify this candidate, nor does their absence constitute a guarantee that the candidate can meet the physical requirements of the juvenile counselor position.

Physician's Signature: _____ Date: _____

PHYSICIAN GUIDELINES

This form is designed to assist you in assessing the physical fitness of prospective juvenile counselors as it relates to their potential for successful job performance. It provides:

I. A checklist for fitness to perform physically-demanding job tasks

II. A checklist for fitness to participate in the pre-placement physical conditioning program

The purpose of this medical screen is to allow for case-by case identification of candidates who have pre-existing physical/medical conditions which may contraindicate their participation in particular aspects of the training program or the job itself. This, in turn, enables the employing agency to make reasonable accommodation to the needs of such candidates (or exclude the candidate when reasonable accommodation is infeasible) and, hence, to keep all risk of physical harm and associated liability to a minimum.

No specific diagnostic procedures are prescribed for this medical screening examination. Rather, as the examining physician, it is your responsibility to identify and use professionally appropriate diagnostic procedures to evaluate the candidate's fitness to engage in each of the listed activities. You are then asked to record, for each activity, whether or not any probable contraindicating conditions were revealed by the examination. You also are asked to attach a list of all diagnostic tests which you performed as part of the examination.

Note that diagnosis of conditions contraindicating participation in particular activities will NOT, in itself, disqualify the candidate. The employing agency must, if feasible, make reasonable accommodation to enable the candidate's participation.

Based on analysis by an expert panel of exercise physiologists, and the physical fitness research literature, the following capacities have been identified as related to juvenile counselor job performance:

CARDIOVASCULAR ENDURANCE/STAMINA:

- ability to perform prolonged bouts of aerobic work without experiencing fatigue or exhaustion
- distinguished by: total body involvement (vs. localized function), cardiovascular (vs. skeletal) functioning, and relatively long term work (more than three minutes at a stretch).

MUSCULAR STRENGTH:

- ability to exert maximum muscular force for a brief period of time
- includes arm, back, abdominal, shoulder, and leg strength
- does not include resistance to fatigue

POWER/EXPLOSIVE ENERGY:

- ability to expend a maximum of energy in one or a series of thrusts
- important where short bursts of physical effort are required either to propel one's own body weight or external objects

MUSCLE ENDURANCE:

- ability to exert muscular force repeatedly or continuously over time
- emphasis on resistance of the muscles to fatigue
- involved in propelling, supporting, or moving the body repeatedly, or supporting it for prolonged periods

FLEXIBILITY:

- ability to extend trunk, arms, or legs through a range of motion
- involved in tasks that require suppleness, such as reaching and stretching

AGILITY/COORDINATION/BALANCE:

- ability to coordinate the simultaneous actions of different parts or limbs of the body when the body is in motion, and to maintain balance when external forces act against stability.
- involved in most motions, but to a greater degree in complex and/or rapid movement sequences

Table 1 shows how these capacities have been related to each of the physically demanding activities for which you are asked to evaluate the candidate's fitness. This cross-referencing of the capacities to the activities may be helpful for identifying appropriate diagnostic procedures. For additional guidelines, see:

Nylander, S.W. and Carmean, G., Medical Standards Project Final Report, 3rd revised edition, October 1984.

When you have completed the examination, please mail the form (in the attached self-addressed envelope) directly to the contact person in the employing agency. If you have any questions concerning an examination, please telephone the contact person at the number given above.

MEDICAL APPENDIX
TABLE I

CORRESPONDENCE MATRIX FOR JC FITNESS CAPACITIES, TASKS, AND EXERCISES

	Cardiovascular Endurance	Muscular Strength	Muscular Endurance	Power/Explosive Strength	Flexibility	Agility/ Coordination Balance
Tasks/Standards						
Walk/stand	XXX		XXX			
Pursue		XXX			XXX	
Run (walk/jog) to emergency					XXX	XXX
Restrain alone		XXX		(X)	XXX	
Restrain with assistance		XXX		(X)	XXX	
Separate with assistance		XXX		(X)	XXX	
Defend self				(X)		XXX
Search	(X)		(X)	XXX		XXX
Carry alone		XXX				XXX
Lift and support		XXX	XXX			
Drag		XXX			XXX	
Push		XXX			XXX	
Exercises						
Arm circle				XXX		
Side Bends				XXX		
Windmills				XXX		XXX
Trunk Twists				XXX		
Calf stretches				XXX		
Quad stretches				XXX		
Knee hugs				XXX		
Stride stretches				XXX		XXX
Stomach flutter kicks			XXX	XXX		
Knee to forehead			XXX	XXX		
Push-ups		XXX	XXX			
Sit-ups		XXX	XXX			
Side leg raises			XXX			
Vertical jumps					XXX	
Leg presses or mod.wall sits		XXX	XXX			
Wrist curls		XXX				
Arm curls		XXX				
Jump & duck						XXX
*Dummy lift		XXX	XXX			
*Extinguisher carries		XXX			XXX	XXX
*75-yard sprints		XXX			XXX	
Dummy drag		XXX			XXX	
Long-distance walk/jog	XXX		XXX			

*indicates exercises which include a benchmark minimum
XXX consistent linkage
(X) linkage depends on how activity is performed

CHECKLIST FOR FITNESS TO PERFORM PHYSICALLY-DEMANDING JOB TASKS

This checklist describes physically demanding tasks which are typically required of juvenile counselors. Please review all of the tasks and then conduct an appropriate examination to detect the presence of any factors which may contraindicate or inhibit the candidate's performance of any of these tasks. Then, for each task, indicate on this form whether or not any contraindicating factors were revealed by the examination. Also, on the last page of this form, record or attach a complete list of the diagnostic procedures which you have performed as a part of the examination.

A. Task: Walk or stand for long periods of time.

Average Frequency: Several times a week/once a day.

Typical Minimum Standard: Be able to walk or stand for 6 hours of an 8 hour shift.

Any contraindicating factors? YES _____ NO _____
If "yes", please explain:

B. Task: Pursue inmates on foot (running).

Average Frequency: Once or twice a year or less.

Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to pursue a running inmate by sprinting a distance of 75 yards or more.

Any contraindicating factors? YES _____ NO _____
If "yes", please explain:

C. Task: Run to the scene of a disturbance or emergency.

Average Frequency: One to three times per month.

Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to walk briskly or jog a distance of 150 feet to the scene of an emergency or disturbance, maneuvering around obstacles such as tables and chairs.

Any contraindicating factors? YES _____ NO _____
If "yes", please explain:

D. Task: Physically subdue or restrain an inmate by yourself.

Average Frequency: Once to twice a year.

Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, and after physically separating two fighting juveniles with the help of another person, be able on your own to apply appropriate techniques to physically restrain a resisting juvenile for at least 30 seconds, and remove the resisting juvenile from the scene.

Any contraindicating factors? YES _____ NO ____
If "yes", please explain:

E. Task: Physically subdue or restrain an juvenile with the help of another person.

Average Frequency: Two to twelve times a year.

Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to apply appropriate techniques to help another JC to physically restrain a resisting juvenile for at least 30 seconds, and remove the resisting juvenile from the scene.

Any contraindicating factors? YES _____ NO _____
If "yes", please explain:

F. Task: Physically separate two fighting juveniles with the help of another officer.

Average Frequency: Twelve times a year.

Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, and then walking briskly or jogging 150 feet in response to a call for help, be able to help another JC separate two fighting juveniles by approaching one of the juveniles from behind, pulling the juvenile away, and applying appropriate techniques to restrain the juvenile for at least 30 seconds.

Any contraindicating factors? YES _____ NO _____
If "yes", please explain:

G. Task: Defend yourself against a juvenile with a weapon.

Average Frequency: Never to once or twice a year.

Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to handle an attacking juvenile by verbally de-escalating the situation if possible and, when that is not possible, calling for assistance, retreating, or otherwise acting to minimize injury to self and others.

Any contraindicating factors? YES _____ NO _____
If "yes", please explain:

H. Task: Search areas that are not easily accessible for contraband.

Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to repeatedly:

A. Assume position to look under a bed and visually search the area for contraband; and,
B. Step up on a chair and maintain balance while reaching to search high areas.

Any contraindicating factors? YES _____ NO _____
If "yes", please explain:

I. Task: Carry heavy objects by yourself.

Average Frequency: Once or twice a year.

Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to carry a wall mounted 20 pound fire extinguisher and walk briskly 75 feet or more to the scene of a fire.

Any contraindicating factors? YES _____ NO _____
If "yes", please explain:

J. Task: Lift and carry heavy objects with the help of another counselor.

Average Frequency: Two to twelve times a year.

Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, to support the weight of a 150-pound hanging juvenile for a period of 30 seconds or more, lifting sufficiently to prevent strangulation.

Any contraindicating factors? YES _____ NO _____
If "yes", please explain:

K. Task: Drag heavy objects.

Average Frequency: Once a month.

Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, and walking briskly or jogging 75 feet, be able to use appropriate technique to quickly drag a 150-pound juvenile for a distance of 20 feet or more.

Any contraindicating factors? YES _____ NO _____
If "yes", please explain:

L. Task: Push hard-to-move objects by hand.

Average Frequency: Once a month

Typical Minimum Standard: After walking/standing for 6 hours of an 8 hour shift, be able to push a 60-pound piece of furniture 10 feet or more across an uncarpeted floor.

Any Contraindicating factors? YES _____ NO _____
If "yes", please explain:

CHECKLIST FOR FITNESS TO PARTICIPATE IN THE PHYSICAL CONDITIONING PROGRAM

New juvenile counselors participate in a training program which includes a physical conditioning component to improve their ability to perform the physically demanding job tasks. The physical training program consists of 12 one-hour exercise sessions spaced evenly over a three to four week training period.

This checklist describes the major exercises involved in the physical conditioning program. Please review them and then indicate on the form whether the candidate's participation in any of these exercises may be contraindicated based on the medical examination results. If additional diagnostic procedures are required for this part of the examination, please perform them and add them to your list as the last page.

1. Perform a series of 14 short duration (30-60 second) exercises enhancing flexibility, agility/coordination, and muscular strength, endurance, and power.

- Exercises include: arm circles, side bends, windmills, trunk twists, calf stretches, quad stretches, knee hugs, stride stretches, stomach flutter kicks, knee to forehead, push-ups, sit-ups, side leg raises, and vertical jumps.
- Time allowed: 10 minutes.
- No test.

Any contraindicated exercises? YES _____ NO _____
If "yes", please identify and explain:

2. Perform a series of four short duration (30-60 second) exercises enhancing whole body agility/coordination plus grip, arm, and leg strength. Rest briefly (30-60 seconds) between exercises.

- Exercises include: jump and duck, wrist curls, arm curls, and, leg presses or modified wall sits.
- Time allowed: 8 minutes.
- No test.

Any contraindicated exercises? YES _____ NO _____
If "yes", please identify and explain:

3. Demonstrate/enhance ability to lift and carry, with a partner, a 150-pound bag and lift and hold it high enough to take all stress off the rope or chain from which it is suspended.

- Exercise: Dummy lifts. Lift and fully support a weighted bag hung from above by a rope or chain.
- Time allowed: 2 minutes.
- Test. Benchmark minimum: Support the weight of a 150-pound hanging bag for at least 30 seconds lifting sufficiently to create and maintain slack in the chain/rope from which the bag is suspended.

Any contraindicating factors? YES _____ NO _____
If "yes", please identify and explain:

4. Demonstrate/enhance ability to quickly drag a 150-pound bag or dummy by the handle or strap for a distance of 20 feet or more over a carpeted or flat mowed grass surface.

- Exercise: Dummy drags. In 30 seconds, drag a weighted duffle bag as far as possible, rest briefly (30-60 seconds), repeat.
- Time allowed: 2 minutes.
- Test. Benchmark minimum: In 30 seconds, drag the 150-pound bag or dummy at least 20 feet. (This corresponds to dragging the bag/dummy at a pace corresponding to a very slow walk).

Any contraindicating factors? YES _____ NO _____
If "yes", please identify and explain:

5. Demonstrate/enhance ability to (a) walk briskly or jog 150 feet while maneuvering around obstacles and, (b) lift a 20-pound fire extinguisher and carry it 75 feet or more while walking briskly.

- Exercise: Weighted Agility Runs. Walk briskly or jog through a 75 foot barrier course, pick up a 20-pound fire extinguisher or weighted tube bag and carry it back through the course, walking briskly. Repeat. Rest briefly (30-60 seconds) between repetitions if benchmark minimum not met.
- Time allowed: 6 minutes.
- Test. Benchmark minimum: Complete the full 150 foot course within 30 seconds, carrying the 20 pound extinguisher/weighted bag for 75 feet of that distance without dropping it.

Any contraindicating factors? YES _____ NO _____
If "yes", please identify and explain:

6. Demonstrate/enhance speed in sprinting a distance of 75 yards on a straight track.

- Exercise: 75-yard Sprints. From a standing start, run 75 yards as quickly as possible over a straight track. Repeat, resting briefly (30-60 seconds) between repetitions, as often as time allows.
- Time allowed: 6 minutes.
- Test. Benchmark minimum: Complete the 75-yard sprint within 30 seconds (i.e., at a pace in the borderline between a fast jog and a slow run.)

Any contraindicating factors? YES _____ NO _____
If "yes", please identify and explain:

7. Enhance cardiovascular endurance by walking briskly, jogging, or running around an oval track for a continuous period of 15 minutes.

- Exercise: long distance walk/jog.
- Time allowed: 15 minutes.
- Test. No test.

Any contraindicating factors? YES _____ NO _____
If "yes", please identify and explain:

8. Cool down: slow the heart rate down and stretch out the primary muscle groups.

- Exercise: walk at a comfortable pace for three minutes and then perform two minutes of stretching exercises (calf stretch, quad stretch, trunk twists, and windmills).
- Time allowed: 5 minutes.
- No test.

Any contraindicating factors? YES _____ NO _____
If "yes", please identify and explain:

DIAGNOSTIC PROCEDURES PERFORMED

Please record in the space below or attach a complete list of the diagnostic procedures you have performed as a part of this medical screening examination.

COMMENTS

If you have any remaining comments to make concerning this candidate's physical/medical fitness for the juvenile counselor position, please note them here (attach extra pages as necessary).